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AUGUST



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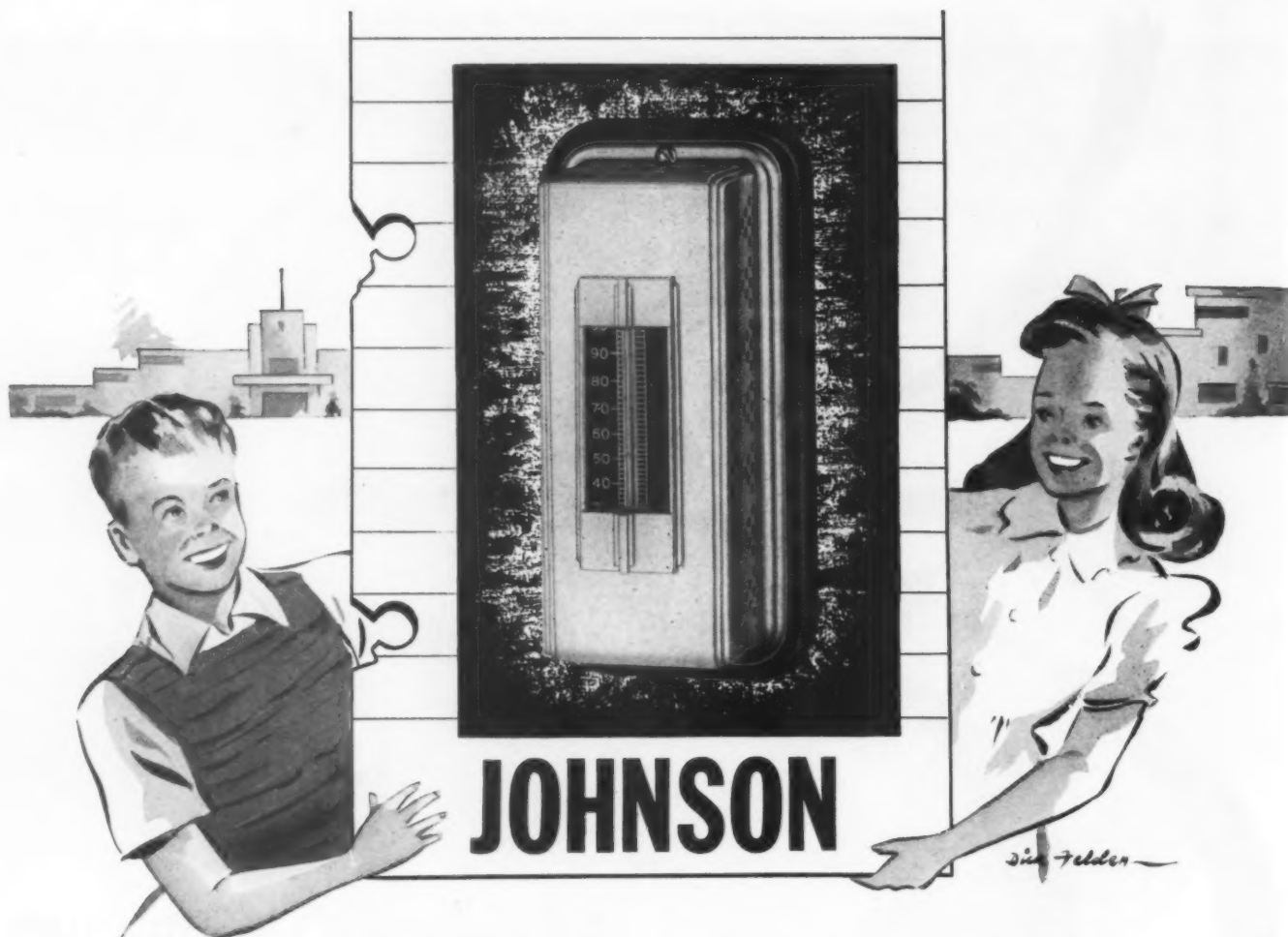
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HEADLINES

"GO-TO-SCHOOL" DRIVE

To keep the nation's boys and girls in high school until they complete their courses either full-time or in well-planned school-work programs is the idea behind a current U. S. Office of Education-Children's Bureau drive. Appoint a "go-to-school" committee in your community. A community action handbook is obtainable from either of the two government agencies named.

HOMEWORK

"A child has as much right to close his desk and leave his worries behind him at the end of the day as does his father," says John L. Bracken, superintendent of schools at Clayton, Mo. "Nor should father have the added burden of doing sonny's homework for him."

CUSTODIAL WORKERS

New York City's 3000 school cleaners, matrons, firemen and elevator operators hired indirectly by the custodian of each building instead of taken from civil service eligible lists have been hired in violation of the state constitution, Justice Charles W. Froessel has ruled. The board of education will be given time to prepare for the necessary change-over.

SURPLUS WAR GOODS

The National School Service Institute has presented the N.E.A. with a plan that would give surplus war equipment to destitute schools only. This would be a good start toward equalization of educational opportunity and would not disturb industry, it believes.

JUNIOR COLLEGES

A coordinated system of junior colleges in Texas, under the direction of a state commission, is being considered by a joint senate-house edu-

cation committee. Under the plan new junior colleges could be established by various localities and receive state aid, provided each locality furnished substantial financial support in taxes or endowment.

NO MORE RESIGNATIONS

Boards of education in several Kansas communities are accepting no more resignations from teachers. (Story on page 69.)

EUROPEAN SCHOOLS

American educators and representatives of 12 foreign countries have organized the World Education Service Council to serve as a private agency in raising money for, and rendering aid to, the destroyed schools of Europe and Asia and for the rehabilitation of the teaching professions in those countries.

PHYSICAL FITNESS

Representatives of organized medicine and other professional groups and organizations met in Washington July 14 to develop a platform for the promotion and operation of a national physical fitness program.

TRUCKS

The allocation of new commercial trucks to essential users has been turned over to the Office of Defense Transportation. Operators are warned that the manner in which they operate and maintain their vehicles may be a factor in determining whether they get new equipment.

TEACHERS' DAY

September 11 will be celebrated throughout the Americas as Teachers' Day, according to a resolution adopted by the first conference of ministers and directors of education of the American Republics held in Panama last fall. (Story on page 69.)

SCHOOL LUNCHES

Federal aid for school lunch programs is to continue. A fund of \$50,000,000 has been appropriated which will be used to reimburse sponsors of participating school lunch programs. Administration will be through the office of distribution of the W.F.A. (Story on page 64.)

SCHOOLS O.K.?

More than half of the persons interviewed by representatives of the National Opinion Research Center on the subject of changes they would like to see made in the public schools expressed their satisfaction with the schools as they are. Others made interesting suggestions. (Story on page 60.)

JOB COUNSELING

Veterans can obtain counsel with regard to jobs and vocational training at rehabilitation centers being established at colleges and universities. The first to be opened is at the College of the City of New York. Occupational training will be given in appropriate schools, trade schools, shops, industrial plants and commercial establishments. (Story on page 64.)

MEAL PRICES

A national restaurant regulation placing the freezing of restaurant prices on a nationwide basis does not apply to eating and drinking places operated by schools. (Story on page 67.)

BUSINESS EDUCATION

A contract settlement training program for war contractors and government representatives has been started at the University of Pennsylvania which is to serve as a model for a nationwide training program to be carried on in 50 colleges and universities. (Story on page 66.)

For full news coverage of the month, see news section beginning on page 58.

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CONTENTS

The Magazine of Better School Administration

Looking Forward	15
Preschool Conferences Prevent Haphazard Teaching, Loy Norrix	18
Give the New Teacher a Chance, J. B. Edmonson	21
Should Schoolboards Be Elected or Appointed? Frederick E. Bolton	22
Basic Needs of Business Education, B. Frank Kyker	23
What About School Promotions? School Opinion Poll No. 16	24
This Technical School Solves a Community Problem, J. Milnor Dorey	25
Grammar Can Be Fun, Rhoda A. Hauck and Maurice B. Chuse	26
Peace Is a Way of Life That Schools Can Teach, Willard B. Spalding and William C. Kvaraceus	27
Veterans Ripe for Junior College, John W. Harbeson	28
The U. S. Supreme Court Speaks Regarding Powers of States Over Education, S. B. Witkowiak	29
Men and Women Get Same Pay	30
Appraisal Cards More Helpful Than Report Cards, W. Carman Lucas	31
Traditionalism Holds Us Back	32
Start Early With Vocational Guidance, Arville Wheeler	41
Wider Field of Reading Aids Comprehension, Bernadette R. Perry	42
We Must Keep Our Colleges Going, Harry N. Rosenfield	43
Control That Budget, William D. Asfahl	44
Educators Have a Mighty Task, Lealand D. Stier	46

★ Schoolhouse Planning

A Preview of Postwar Schoolhouses, J. W. Cannon Jr.	34
Concrete—Its Uses and Behavior, Fred N. Severud	37
The Speech They Never Forgot	40

★ Audio-Visual Aids

Britain Teaches by Radio, R. M. Armfelt	47
---	----

★ The School Cafeteria

Afternoon Snacks for War Workers' Children, Elsie Maxwell ..	50
Guide to Good Eating, Lydia M. Steele	51

★ Plant Operation and Maintenance

Crisis in Coal, C. J. Potter	52
Better Plant Practices	54

★ Regular Features

Headlines	3	Coming Meetings	62
Roving Reporter	6	Names in News	70
Questions and Answers	8	Superintendent's Book Shelf ..	72
Chalk Dust	56	What's New	75
News in Review	58	Index of Advertisers	82



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Interracial Good Will

One county may not be typical of a whole state, but one county in the state of Virginia has furnished an example of good will, fairness and amicable relations between white and Negro teachers that deserves recognition.

The population of the county is about equally divided between whites and Negroes. When the board of supervisors found itself in possession of certain "windfall money" resulting from the application of the Daughtrey Bill in that state to the current fiscal year, the school board decided to distribute it to teachers in the form of a bonus.

Most salary increases of recent years had gone to Negro teachers. The superintendent, therefore, suggested to the committee representing the white teachers that the lion's share of the bonus be given to them. These representatives unanimously rejected the proposal stating that the bonus should be given to all teachers.

When the representatives of the Negro teachers heard of the decision, they rose to the occasion and voted unanimously to request that the bonus for white teachers be about 75 per cent greater per capita than that for the Negro teachers. The recommendation was accepted by the board.

Prizes for Deserving Pupils

Prizes totaling \$1530 were awarded by Supt. John E. Wade, New York City, at special exercises in his office to eight outstanding and deserving pupils recommended by their teachers.

Four prizes of \$150 each were given to pupils who have achieved distinction despite physical handicaps. One recipient has overcome serious ailments brought on by rheumatic fever; another, in spite of leg braces and crutches, plays baseball, handball and marbles and keeps school desks and chairs in repair; a third has educated herself despite failing sight, and a fourth has achieved an enviable school record despite partial deafness and poor vision.

Two other prizes of \$150 each were awarded to outstanding boy and girl graduates of the Manhattan elementary schools. One went to a girl of 13 who keeps house while her widowed mother works and who always receives A in conduct and A or B in scholarship. The other was given to a 12 year old Negro boy whose intelligence quotient is in the upper half of the upper 1 per cent of the population and who is an A pupil.

Two prizes were in the form of

scholarships of \$315 each, awarded to outstanding Brooklyn high school graduates, one going to a Negro girl who has distinguished herself as a poet and an excellent pupil, and the other to a 16 year old boy who has won many scholastic honors despite the necessity of working after school to help support the family.

War Savings Goals for Fall

School children in their 1943-44 war savings campaigns sponsored 44,700 jeeps, 13,500 planes and other war equipment to the value of \$510,000,000. School war savings goals for the coming fall campaigns will be set in terms of field ambulances, hospital service planes and related equipment, according to the education section of the Treasury's war finance division. These goals may range from a single ampule of penicillin to a 1500 bed general hospital overseas.

Paint Orchestras

Paint orchestras are something really new. They are the invention of Gladys Stackhouse, art supervisor in Huntington, N. Y., who has developed a procedure whereby entire classrooms draw in concert on a stage before an audience. Cardboard easels holding drawing paper take the place of music racks and are arranged in rows like those of an orchestra. Pupils sit at the left of their easels facing the wall to the right of the audience and each has a brush and a bottle of black ink. The children come in and take their seats as orchestra members do.

An orchestra leader stands on a platform to the right and reads the story. Each child has his cues and his part to play. There are solos, duets, quartets and choruses.

"The Donkey Who Didn't Like His Ears" is a story which brings in the

entire chorus. It starts with a solo drawing of a donkey, then mentions his various barnyard friends. Each child draws a friend. Later all the friends become angry and then amused in turn and the artists have to use their ingenuity for expressing anger and laughter.

The story ends with the donkey being exceedingly happy and with each child drawing a beautiful portrait of a donkey. The animals are variously decked out in modish hats, earrings, hair ribbons and necklaces according to individual fancies.

The intermittent squeals of laughter from the audience serve as applause which stimulates the players to real enthusiasm. Paint orchestra concerts can be given by children in any grade, says Miss Stackhouse. It is an activity that allows for great freedom of creative expression, develops an interest in art, exercises the imagination and is just good wholesome fun for children and audience alike.

"Those of us who have seen a paint orchestra function," she says, "heartily recommend it as a *type* of recreation. Truly, it is 'better than it sounds.'"

Anti-Nazi Protest

A German-controlled Danish paper describes an instance of anti-Nazi demonstration in the Danish schools. On days when a teacher known for his German sympathies is in charge, the little girls arrive at school wearing big, round, red caps. These are placed neatly in rows in the hall. Later a hammer and sickle design, carefully cut out of white cardboard, appears elegantly pinned in the middle of each. The English headmaster of the school says nothing.

Recreation Night Popular

A number of elementary schools of Evansville, Ind., have started Friday evening recreation programs for boys and girls in the upper grades. This was done at the request of the parent-teacher council; appropriations for maintaining the project were approved by the school board.

The activities vary from school to school but all include seasonal sports, table tennis, stunts, relays, games, group singing and contests. Some schools include quiz contests, talent work, wrestling, table games and short movies. One has branched out into shop work, craftsmanship and dramatics.

Members of P.-T.A. recreation committees and others assist the recreational directors. Programs open between 7 and 7.30 p.m. and close by 9.30. They have had a large attendance.

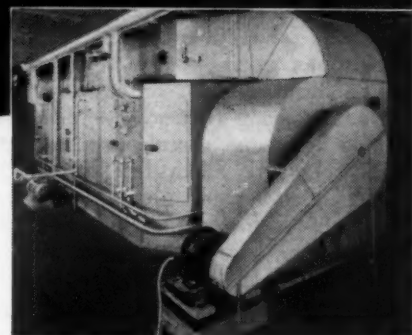


A grade school student in '34 now doing his bit in the war



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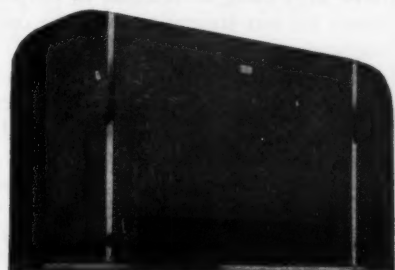


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Questions —AND ANSWERS

Maple Gym Floors

Question: What is the best way to maintain gym floors of maple?—A.O.B., Tex.

ANSWER: In daily maintenance, only dry mopping is necessary with a 48 inch mop treated with cleaning oil. Avoid, if possible, the use of water. Employ dry cleaning with a steel wool machine during the summer months. Reseal with a light coat of floor seal. Spots can be removed from surface of floors by damp-mopping with lukewarm water and a neutral soap.—W. W. THEISEN.

Teachers as Administrators

Question: How should a superintendent go about sharing the administration of the schools with the teachers? In other words, how should teachers who are unaccustomed to participating in the administration of the schools be brought to do so?—H.C.P., Ala.

ANSWER: The answer to this question would require a long dissertation. Fundamentally, the answer is that teachers learn to share in the administration of the schools by being given more responsibility and more authority. Teachers should be held responsible for developing their own curriculums, for dealing with parents and for advancing the growth and development of the boys and girls whom they teach. Principals should not attempt to exercise the responsibilities and authority that fundamentally belong to teachers. Principals should assist and stimulate, not direct.

Teachers are much like administrators in training and ability. They can learn to assume responsibilities in administration.—CHARLES E. GREENE.

How Much Specialization?

Question: What is the place of the specialized high school in preparing youth for a place in our society? How far should specialization go? (This refers to technical and vocational high schools.)—G.H.G., N. Y.

ANSWER: The specialized high schools have as definite a function in preparing youth for our society as does the college preparatory high school.

There can be overspecialization in any type of high school. The college preparatory, as well as the vocational high school, may overspecialize.

Since all the children of all the people attend secondary schools, the issue is that the needs, abilities and capacities of youth should be considered. The extent

of specialization should be curbed only by seeing that the youth gets a general education with his specialization that will guarantee his efficient citizenship as well as trained craftsmanship in industrial work. Both must go together. Because of the cost of equipment and special shops, there is every justification for setting up specialized high schools in centers of large population where the program can be financed.

Teaching youth to earn a living and how to live successfully in society is a fundamental objective of specialized high schools.—FRANK A. JENSEN.

Wood Floor Treatment

Question: What is the best way to treat wood floors? Is it unwise to use oil on floors at any time?—H.C.P., Ala.

ANSWER: School business managers for the past few years have been discussing and trying various methods of eliminating the insanitary and obviously unsightly floors which have been treated with oil. I consider the treatment of floors with oil as the method taking the least effort.

Here in Belleville, N. J., we have been experimenting with various methods of floor treatments. Fortunately we have two regulation-sized gymnasiums in our high school. On one we have used various types of varnish seals and on the other we have used a vegetable oil seal. The materials have been applied as recommended by the manufacturers. Our conclusion is that a varnish seal is merely a surface treatment, no matter how applied. The floor must be treated at least once a year.

The vegetable oil seal by far surpasses the varnish seal. It lasts longer. It is compounded to give penetration. It needs no buffing. We have not refinished the floor treated with a vegetable oil seal for the last five years.—RUEL E. DANIELS.

Are Basic Principles Taught?

Question: Are the elementary schools of today doing as good a job as they used to? My observation is that pupils fall short in their knowledge of basic principles and that the students in our teachers' college are often deficient in arithmetic.—L.R.L., Mont.

ANSWER: If it were possible to make an accurate comparison of what is being accomplished in the elementary school

today as contrasted with what was being done 10, 20 or 30 years ago, we would find the advantage in favor of the modern school. Many pupils do come up through the schools deficient in some of the so-called "basic principles." There is much opportunity for improvement in our instructional program at all grade levels.

Your experience in finding students in teachers' colleges who are deficient in arithmetic is not unique. However, many of these students, when given a brief refresher course, rather quickly develop their skills. One reason they appear to be so inadequately prepared is that they have had no regular opportunity to use their skills during the period of high school and perhaps early college years.—ARNOLD E. JOYAL.

Cleaning Cold Water Paint

Question: What is the best way to clean walls painted with a cold water paint?—A.O.B., Tex.

ANSWER: This depends on the type of cold water paint. Some cold water paints have casein binder and can be cleaned the same as any paint, with water and mild soap solution. Cold water paints having an animal glue binder cannot be cleaned except with a dry wallpaper cleaner.

If walls are to be cleaned for a repaint job, wash off as much of the old paint as possible with a solution of water and washing soda, regardless of what type of cold water paint was used.—W. W. THEISEN.

Vocational Training

Question: What vocational training should a small school offer pupils 16, 17 and 18 years old who do not plan to enter higher education after they leave high school?—W.H.S., N. Y.

ANSWER: Here are some basic principles:

1. Vocational education must be planned as a part of the total educational program. Vocational efficiency is only one part of a vocational educational program.

2. Character training and personality development are as important as the acquisition of knowledge and the perfection of skills in making a person malleable.

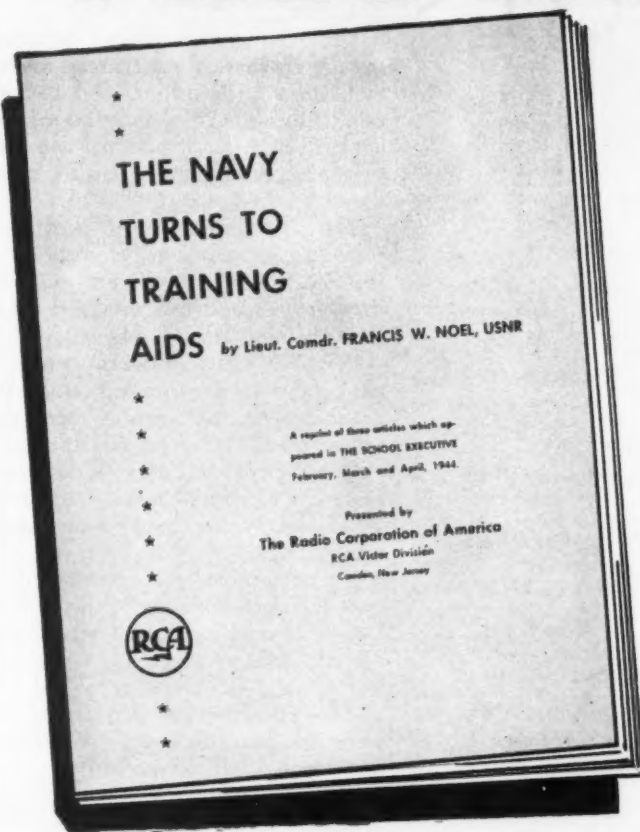
3. The three steps of vocational preparation are guidance, training and placement.

4. The high school cannot prepare all pupils for specialized jobs in particular fields.

5. Cooperative education has worked successfully in commercial fields and should be extended into other areas whenever possible.

6. Exploratory courses or work should be offered in the ninth year. An oppor-

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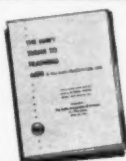
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tunity for visitation and observation of various types of vocations and trades should be provided for pupils during the exploratory period.

If the school is large enough to provide special departments, the following should be organized: home economics, practical arts, agriculture, distributive education.

The home economics department should emphasize such areas as home and family relationships, food and nutrition, housing, textiles and clothing, management and use of personal and family resources, protection of health, care of the sick, child care.

The agricultural department should provide educational experiences in animal husbandry, crops and soils, farm management and in specialized areas to meet the individual pupil's requirements.

Practical arts: drawing, woodwork, electrical work, printing and other graphic arts, metalwork, aeronautics, radio and related areas and mechanics.

Distributive education: salesmanship, buying, merchandise display, advertising, shorthand, typing, bookkeeping and office practice.

These various departments should provide sufficient flexibility in their offerings to enable pupils to take certain units in one department or course without having to take the complete course.

The possibility of organizing a cooperative part-time program should be investigated. If a coordinator can be appointed to arrange the work-school program for a number of pupils and supervise the two phases, a well-integrated schedule of activities and studies could probably be worked out without any great administrative difficulty. If a pupil has an opportunity to get work experience along the lines of his future vocation, the school should adapt his school program so that he can use such opportunity. The traditional quantitative measurement and evaluation of the school work may have to be discarded and a program developed to fit individual cases.—ERNEST O. NYBAKKEN.

Interschool Athletics

Question: How can interschool athletics, which help in physical development for the boys and serve as a morale builder for the community, be continued in a small school under present gasoline restrictions and with other means of transportation out of the question because of prohibitive costs?—L.A.B., Colo.

ANSWER: The only action I see that could be taken to meet these difficulties is to organize athletics on an intraschool basis. This is difficult in a small school. It may even mean that high school pupils and elementary school pupils would be playing together. There seems to be no real solution to the problem which is caused by present war-time travel restrictions.—CHARLES E. GREENE.

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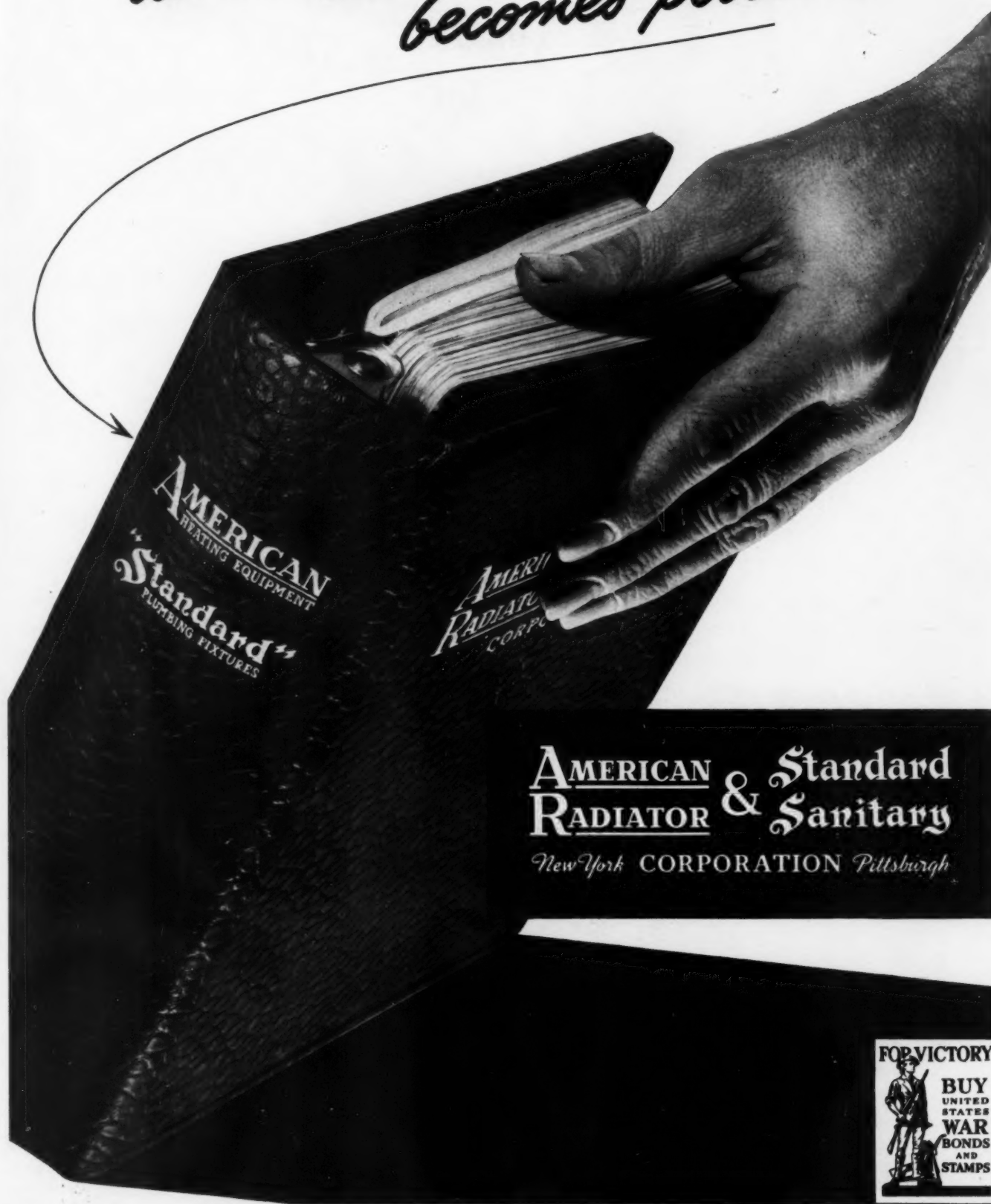
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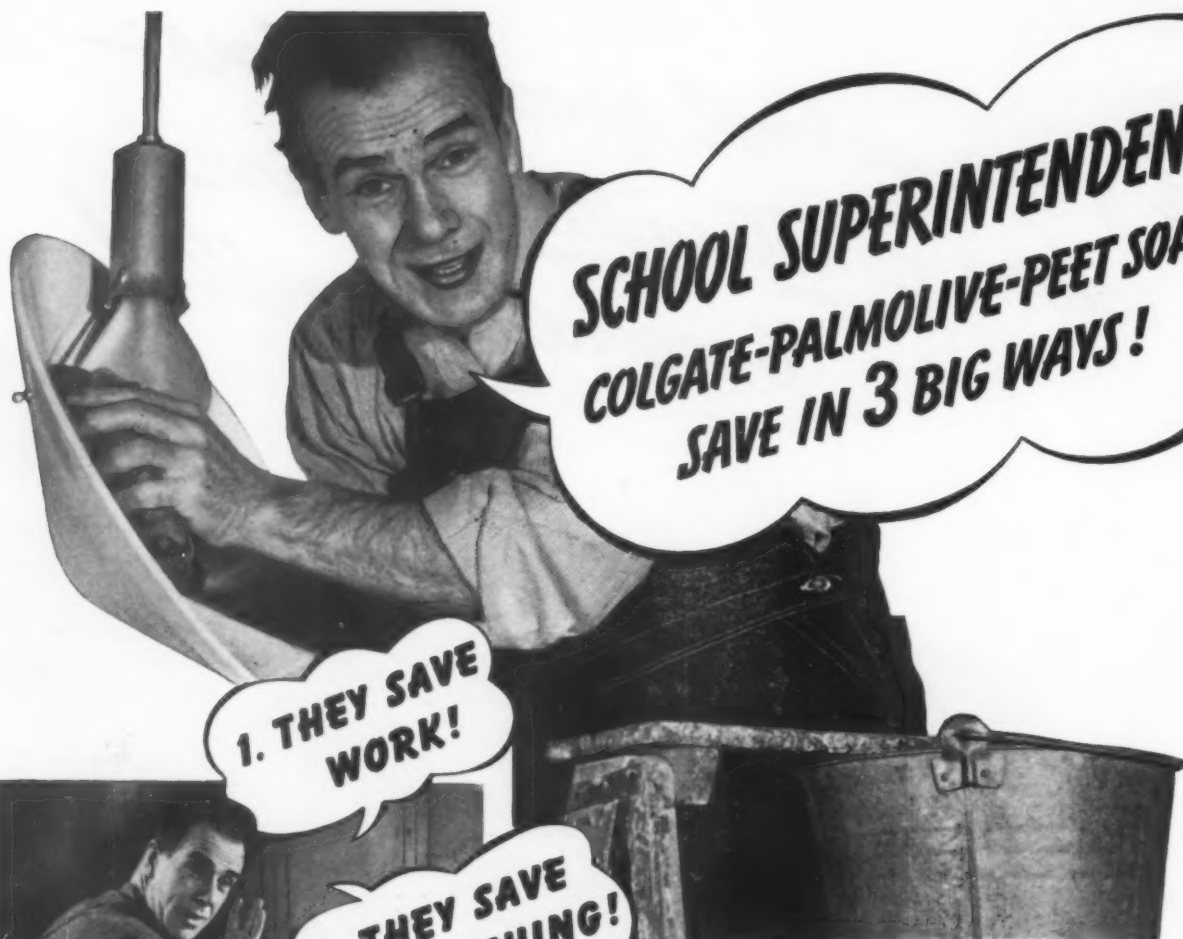
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LOOKING FORWARD

Horses and Rabbits Again

SOME years ago (June 1937) an editorial in *The NATION'S SCHOOLS* called attention to the statistical inaccuracy of dividing the total sums spent annually by the public schools for current expense by the total number of teaching positions and labeling the quotient "the average annual teacher's salary." The result is not merely misleading but is actually untruthful.

Regardless of whether preparation or position salary schedules are used, teachers are paid on the basis of their preparation. Use of the position schedule merely means that in the communities using this method elementary education is less highly valued than secondary education. American public school teachers vary in preparation with the individual states and within states the variation ranges from the equivalent of tenth grade educational accomplishment, according to North Central Association standards, through the master's degree and the doctorate. The term "teacher" is thus much more variable in terms of professional preparation than the term dentist, engineer, doctor and other professions that have been generally standardized through both preparation and special state examinations.

There is only one certification for dentists, doctors and lawyers while there may be more than a dozen qualitative and quantitative variations for teachers within the same state. Unless the teacher is properly classified in each case with respect to length and quality of training, it is impossible to make accurate inter-professional comparisons.

The current "national average" of \$1259, so heavily publicized as the "pitiful average pittance paid teachers," is not a true statement of teacher rewards. Unless teachers are classified by preparation and size of school district as they were formerly classified by the research division of the N.E.A., the average salary of different types of teachers is impossible to obtain. The lumping together process gives little or no credit to progressive school districts where teachers are well paid in proportion to other professions and glosses over those submarginal districts that are incapable of attract-

ing good teachers as well as of improving their schools.

This procedure has the additional weakness of making people in the better than average districts skeptical of educational publicity and does not get at the real reason why teachers in submarginal rural or small town districts are too badly underpaid.

Other factors not necessary for elaboration at this time include the differentials imposed by a dual school system in the South and Southwest, the effects of archaic administrative structure, purchasing differentials and the fact that for much of the country teaching is still considered a part-time trousseau job tied closely to an agricultural economy. Telling the public the actual truth about the reasons for low teachers' salaries within each of the states not only might be good professional pressure politics but would provide more intelligent public understanding and so be more helpful to all teachers over the long span.

To throw all teachers' and administrators' salaries into one pot and call the result "the average salary of teachers" is comparable to the old Frenchman's idea of the rabbit stew that contained the equal unit proportions of one horse and one rabbit.

George Johnson

CATHOLIC education in the United States lost one of its most outstanding leaders in the untimely death on June 5 of Prof. George Johnson, head of the department of education at Catholic University and director of the campus school.

Doctor Johnson was born in Toledo in 1889 and was educated in its parochial schools, receiving his bachelor's degree from St. John's University in 1910. He then entered the American College at Rome in 1912 to study for the priesthood. After his ordination in 1914, he returned to parish work in Ohio but soon decided that his major interest lay in education.

Catholic University conferred his doctoral degree in 1919 and invited him to teach. In 1921 Doctor Johnson was made associate professor of education and in 1938 head of the department of education. From the end of World War I until his unexpected death follow-

ing overwork, he did the work of at least three men.

His as yet little publicized experimentation in Catholic education may some day be recognized as a major contribution. He believed with great fervor in the Catholic way of life and felt that Catholic education should represent a total integration of Catholic culture. This philosophy made it necessary for him to sponsor a major revolution in the ideas and practices of parochial education. It also marked him as a "progressive visionary" in the eyes of the educationally conservative parish priests whose interest in education is perforce secondary.

Doctor Johnson spent many years putting his "cultural integration" theories into effect in the campus laboratory school. Despite official indifference and the early hostility of the academically trained Sister-teachers, he finally developed an unusually effective progressive school in which Catholicism was not taught for merely half an hour a day but became an actual living part of each curricular division.

His second contribution was as official representative of Catholic education as a member of public and voluntary agencies. He served on President Hoover's National Advisory Commission and the White House Conference on Child Health and Protection, as well as on President Roosevelt's Advisory Commission on Education. Doctor Johnson was also an active member of the Federal National Youth Commission, the National Committee on Education and Defense, the Federal Radio Educational Commission, the Educational Advisory Committee under the Coordinator of Inter-American Affairs and the Joint Army and Navy Committee on Welfare and Recreation.

He was also actively associated with the American Association of Colleges, the American Association for Adult Education and the American Council on Education, serving as a member of its youth commission and war-time commission on problems and plans. His friendliness and blunt honesty gained him many strong friends among public educators during these two decades.

His talents for organization and his ability to drive quickly through academic rhetoric to the heart of a problem made him invaluable in organization work within the Catholic educational pattern. He was director of the department of education of the National Catholic Welfare Conference and secretary-general of the National Catholic Educational Association. In his spare time he acted as editor of the *Catholic Educational Review*, editorial consultant to *The Nation's Schools* and prepared numerous bulletins, brochures, monographs and books on education and allied subjects for the hierarchy.

His last publication, in collaboration with Dr. Robert J. Slavin, "Better Men for Better Times," is an outstanding contribution to some of the larger postwar problems. His vitality and energy were remarkable; his capacity for sustained work was unbelievable; his love for our democracy a deep and unquenchable

fire, and his capacity for friendliness, loyalty and personal kindness unlimited. His untimely and unnecessary death at 55 is a serious loss to American education.

Edison Looks at Democracy

CHARLES EDISON, successful business man, former assistant secretary of the navy and former governor of New Jersey, in a recent article in the *New Republic* discusses the essentials of effective democracy which, in his opinion, must start with the local and state competency. Mr. Edison says in part:

"I do not see how democracy can filter from the top down; it must work its way up. The leaders that a democracy must have cannot begin at the top; they must come up from the bottom. For this reason, among others, I have felt that the states of the Union must be preserved as vigorous democracies; they must progress; they must experiment; they must be willing to spend their own money or borrow on their own credit. They must be laboratories where political statesmen can learn the business of government. If the states did not exist, they would have to be created.

"Under and within the states, we must have local democracies, not dictatorships. We need to have citizens who know their local problems and who work together to solve them, who neither turn them over to a boss nor run to Washington for money to build their schools or dig their sewers. The 3000 counties and the 35,000 cities and towns in the United States can and must provide experience in democratic government both to the people and to their leaders. If they fail to produce local democratic government, we shall some day get some kind of autocratic government. Every city and every county has enough problems to challenge any citizen and the citizen must pitch in and help solve these problems."

Teaching Fair Play

THERE is increasing evidence that racial hate and intolerance promulgated so freely by our Camerons, Coughlins, Dillings, Pelleys and Smiths in pre-war days and, in some instances, frankly and actively taught in nonpublic schools have taken active root in the minds of many American children. Race baiting by American children in their teens appears to be following the pattern set by certain members of the older generation. These racial clashes and other examples of dangerous hoodlumism are not always reported fully or even partially in certain cities, such as Boston and Brooklyn, or throughout the South and Southwest.

These tendencies toward intolerance and hate need immediate attention in all American schools. One of the most important jobs of the coming school year is the consistent teaching of the American ideals of fair play, live and let live and respect for the personality of others, regardless of race, color, economic, social or religious beliefs. Programs of this type, already estab-

lished in Cincinnati, Detroit, Pittsburgh and Springfield, are needed in every public and nonpublic school-room in these United States.

Teaching outlines, lesson plans and suggestions for procedure can be obtained from any of the cities now actively engaged in this type of work or by writing to the League of Fair Play, Inc., 11 West Forty-Second Street, New York City 18.

Planning in Colorado

COLORADO school board members have taken the initiative in long-range planning by their sensible recommendation that the governor create a state commission responsible for the reorganization of the frontier district system. According to the Colorado Association of School Boards, structural reorganization is an essential first step in the development of a sound system of public school finance and an improved system of public schools; it is necessary for the equalization of educational opportunity.

The Colorado program was prepared by Dr. Calvin Grieder, who is secretary-treasurer of the association and also associate professor of education at the University of Colorado.

Some of the difficulties in the way of structural reorganization in Colorado, according to this report, are the indifference of the professional politicians, the negative attitude of organized pressure groups and the lethargy, if not the active opposition, of the educational leaders.

It may seem strange that in Colorado and some other states educational leaders should display so little active interest in the long-range improvement of educational opportunity. Now, as in the days of Horace Mann, the layman again appears to be taking the initiative in the improvement of public education.

Martin Dies Quits

AN EVENT of national importance was the announcement by Martin Dies of Jasper, Texas, that he would not seek renomination to Congress of which he has been a member for fourteen years. His official reasons for retirement were given as "illness, a horror of becoming a professional politician, the need for younger leadership and a desire to return to the practice of law."

For ten of his fourteen years in Congress Dies was the worst sort of professional, demagogic politician and as chairman of the infamous Dies committee he carried on a "smear campaign" against individuals and organizations that can be truly evaluated only if studied in conjunction with earlier witch-hunting at Salem, Massachusetts.

He obtained an appropriation to ferret out "subversive and un-American activities" during the depression period when "red baiting" was a popular indoor sport. While the Dies committee was presumptively ap-

pointed to study and publicize Communistic, Fascist and Nazi propagandas, most of his attention was given to the so-called "reds." He operated chiefly through press statements in which, without legal proof and based on highly colored reports by professional spies, snoopers and provocators, he deliberately attempted to besmirch outstanding men, women and organizations in public and private life by linking them with subversive activities. His fancies and phobias ran to red. The native-born and foreign-born Nazis and Fascists who flourished so vigorously prior to 1941 were forgotten or generally by-passed.

High-minded and liberal American citizens in federal and state government, public school teachers and organizations were "smeared" and pilloried merely for the reasonable exercise of their civil rights or because they disagreed with what Martin Dies and his spies felt were "proper thoughts."

The Dies era of witch-hunting was un-American in concept and practice. Its record leaves as serious a scar as that of its Salem prototype. He should be bracketed historically with Cotton Mather and with Japan's "Supervisor of Thought." Dies in large measure has been responsible for the revival of intolerance and hate that have always smoldered in certain parts of our country.

Martin Dies is retiring from Congress because the American people have caught up with him and defeated several members of his committee in the spring primaries before he made his announcement. He fears the reaction of the people against him, already so heavily demonstrated by a 25 per cent increase in the voting registration of his district. His announcement of retirement was made immediately after his district Democratic convention had appointed a chairman and executive committee hostile to his candidacy. There is little chance for the revival of his committee after next December.

Good News

DESPITE many petty annoyances, certain organizational weaknesses and peculiar decisions with relation to public education, particularly with respect to fuel, the over-all effort of the Office of Price Administration has been good for the country as a whole. Its purpose was to prevent uncontrolled inflation of commodity prices. If the period between 1935 and 1939 is considered as 100, the war-time peak of the May 1943 index was only 125.1. The official Bureau of Labor Statistics' cost of living index for April 1944 was 124.5, which is an actual, if not highly significant, reduction over the preceding year. That is good news for everyone, particularly for those white-collar workers, including teachers, whose income generally lags behind that of factory labor. The Office of Price Administration has done a good job and deserves full credit.

The Editor

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Issues New Condensed Catalog

An eight page file size catalog has just been released by South Bend Lathe Works, South Bend 22, Ind., illustrating and describing engine lathes, toolroom lathes and precision turret lathes. To facilitate the use of this catalog, all information concerning capacities, speeds, feeds and dimensions is tabulated for each size and model of lathe. Considerable space is devoted to lathe attachments for special classes of work. The catalog is designated as No. 150.

• When inquiring, refer to **NS604**

Stage Switchboards

Brought to Date in New Booklet

A new publication has been issued on the subject of stage switchboards, said to be the first one in fifteen years. This booklet, brought out by Hub Electric Corporation, 2225 West Grand Avenue, Chicago 12, contains data on current design and construction illustrated with actual switchboards. The Hub-Regulite system of remote lighting control has numerous advantages, chief of which are small space requirements, portability and reduced wiring costs. This company has recently developed cross connecting panels of a dial selector type which combine fast simplified operation with the safety of "dead front" construction.

• When inquiring, refer to **NS605**

New Sound Projector

Described in Filmo Folder

The latest edition of the Filmosound folder is available on request to Bell & Howell Company, 1901 Larchmont Avenue, Chicago 13; it describes the features of the new Filmosound V, a 16 mm. motion picture projector available now on priority for essential purposes. This compact, sturdy, precision-built, easy-to-operate product is being used to project sound movies that entertain and instruct the soldiers and also the school children.

• When inquiring, refer to **NS606**

"Battle Talk"

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In picture magazine form, "Battle Talk" records combat incidents on land, sea and in the sky. Interior views of airplanes in action reveal the battle functions of air-borne radio "command sets," headsets and microphones. A drawing of a modern battleship with part of its side armor stripped away demonstrates the manner in which sound powered telephones and battle announcing systems transmit vital orders aboard our warships.

Quartz crystals are also stressed as are the assembly and actual operation of the electrical gun director. Spiral-4, the new carrier system developed by Bell Telephone laboratories for front line use, receives special attention. Western Electric

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HOMEWORK

"A child has as much right to close his desk and leave his worries behind him at the end of the day as does his father," says John L. Bracken, superintendent of schools at Clayton, Mo. "Nor should father have the added burden of doing sonny's homework for him."

CUSTODIAL WORKERS

New York City's 3000 school cleaners, matrons, firemen and elevator operators hired indirectly by the custodian of each building instead of taken from civil service eligible lists have been hired in violation of the state constitution, Justice Charles W. Froessel has ruled. The board of education will be given time to prepare for the necessary change-over.

SURPLUS WAR GOODS

The National School Service Institute has presented the N.E.A. with a plan that would give surplus war equipment to destitute schools only. This would be a good start toward equalization of educational opportunity and would not disturb industry, it believes.

JUNIOR COLLEGES

A coordinated system of junior colleges in Texas, under the direction of a state commission, is being considered by a joint senate-house edu-

cation committee. Under the plan new junior colleges could be established by various localities and receive state aid, provided each locality furnished substantial financial support in taxes or endowment.

NO MORE RESIGNATIONS

Boards of education in several Kansas communities are accepting no more resignations from teachers. (Story on page 69.)

EUROPEAN SCHOOLS

American educators and representatives of 12 foreign countries have organized the World Education Service Council to serve as a private agency in raising money for, and rendering aid to, the destroyed schools of Europe and Asia and for the rehabilitation of the teaching professions in those countries.

PHYSICAL FITNESS

Representatives of organized medicine and other professional groups and organizations met in Washington July 14 to develop a platform for the promotion and operation of a national physical fitness program.

TRUCKS

The allocation of new commercial trucks to essential users has been turned over to the Office of Defense Transportation. Operators are warned that the manner in which they operate and maintain their vehicles may be a factor in determining whether they get new equipment.

TEACHERS' DAY

September 11 will be celebrated throughout the Americas as Teachers' Day, according to a resolution adopted by the first conference of ministers and directors of education of the American Republics held in Panama last fall. (Story on page 69.)

SCHOOL LUNCHES

Federal aid for school lunch programs is to continue. A fund of \$50,000,000 has been appropriated which will be used to reimburse sponsors of participating school lunch programs. Administration will be through the office of distribution of the W.F.A. (Story on page 64.)

SCHOOLS O.K.?

More than half of the persons interviewed by representatives of the National Opinion Research Center on the subject of changes they would like to see made in the public schools expressed their satisfaction with the schools as they are. Others made interesting suggestions. (Story on page 60.)

JOB COUNSELING

Veterans can obtain counsel with regard to jobs and vocational training at rehabilitation centers being established at colleges and universities. The first to be opened is at the College of the City of New York. Occupational training will be given in appropriate schools, trade schools, shops, industrial plants and commercial establishments. (Story on page 64.)

MEAL PRICES

A national restaurant regulation placing the freezing of restaurant prices on a nationwide basis does not apply to eating and drinking places operated by schools. (Story on page 67.)

BUSINESS EDUCATION

A contract settlement training program for war contractors and government representatives has been started at the University of Pennsylvania which is to serve as a model for a nationwide training program to be carried on in 50 colleges and universities. (Story on page 66.)

For full news coverage of the month, see news section beginning on page 58.

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CONTENTS

The Magazine of Better School Administration

Looking Forward	15
Preschool Conferences Prevent Haphazard Teaching, <i>Loy Norrix</i>	18
Give the New Teacher a Chance, <i>J. B. Edmonson</i>	21
Should Schoolboards Be Elected or Appointed? <i>Frederick E. Bolton</i>	22
Basic Needs of Business Education, <i>B. Frank Kyker</i>	23
What About School Promotions? <i>School Opinion Poll No. 16</i>	24
This Technical School Solves a Community Problem, <i>J. Milnor Dorey</i>	25
Grammar Can Be Fun, <i>Rhoda A. Hauck and Maurice B. Chuse</i>	26
Peace Is a Way of Life That Schools Can Teach, <i>Willard B. Spalding and William C. Kvaraceus</i>	27
Veterans Ripe for Junior College, <i>John W. Harbeson</i>	28
The U. S. Supreme Court Speaks Regarding Powers of States Over Education, <i>S. B. Witkowiak</i>	29
Men and Women Get Same Pay	30
Appraisal Cards More Helpful Than Report Cards, <i>W. Carman Lucas</i>	31
Traditionalism Holds Us Back	32
Start Early With Vocational Guidance, <i>Arville Wheeler</i>	41
Wider Field of Reading Aids Comprehension, <i>Bernadette R. Perry</i>	42
We Must Keep Our Colleges Going, <i>Harry N. Rosenfield</i>	43
Control That Budget, <i>William D. Asfahl</i>	44
Educators Have a Mighty Task, <i>Lealand D. Stier</i>	46

★ Schoolhouse Planning

A Preview of Postwar Schoolhouses, <i>J. W. Cannon Jr.</i>	34
Concrete—Its Uses and Behavior, <i>Fred N. Severud</i>	37
The Speech They Never Forgot	40

★ Audio-Visual Aids

Britain Teaches by Radio, <i>R. M. Armfelt</i>	47
--	----

★ The School Cafeteria

Afternoon Snacks for War Workers' Children, <i>Elsie Maxwell</i>	50
Guide to Good Eating, <i>Lydia M. Steele</i>	51

★ Plant Operation and Maintenance

Crisis in Coal, <i>C. J. Potter</i>	52
Better Plant Practices	54

★ Regular Features

Headlines	3	Coming Meetings	62
Roving Reporter	6	Names in News	70
Questions and Answers	8	Superintendent's Book Shelf	72
Chalk Dust	56	What's New	75
News in Review	58	Index of Advertisers	82



WAR *is a great teacher...*

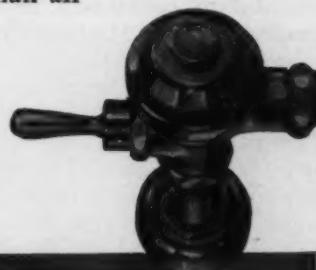
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Interracial Good Will

One county may not be typical of a whole state, but one county in the state of Virginia has furnished an example of good will, fairness and amicable relations between white and Negro teachers that deserves recognition.

The population of the county is about equally divided between whites and Negroes. When the board of supervisors found itself in possession of certain "windfall money" resulting from the application of the Daughtrey Bill in that state to the current fiscal year, the school board decided to distribute it to teachers in the form of a bonus.

Most salary increases of recent years had gone to Negro teachers. The superintendent, therefore, suggested to the committee representing the white teachers that the lion's share of the bonus be given to them. These representatives unanimously rejected the proposal stating that the bonus should be given to all teachers.

When the representatives of the Negro teachers heard of the decision, they rose to the occasion and voted unanimously to request that the bonus for white teachers be about 75 per cent "greater per capita than that for the Negro teachers. The recommendation was accepted by the board.

Prizes for Deserving Pupils

Prizes totaling \$1530 were awarded by Supt. John E. Wade, New York City, at special exercises in his office to eight outstanding and deserving pupils recommended by their teachers.

Four prizes of \$150 each were given to pupils who have achieved distinction despite physical handicaps. One recipient has overcome serious ailments brought on by rheumatic fever; another, in spite of leg braces and crutches, plays baseball, handball and marbles and keeps school desks and chairs in repair; a third has educated herself despite failing sight, and a fourth has achieved an enviable school record despite partial deafness and poor vision.

Two other prizes of \$150 each were awarded to outstanding boy and girl graduates of the Manhattan elementary schools. One went to a girl of 13 who keeps house while her widowed mother works and who always receives A in conduct and A or B in scholarship. The other was given to a 12 year old Negro boy whose intelligence quotient is in the upper half of the upper 1 per cent of the population and who is an A pupil.

Two prizes were in the form of

The Roving Reporter

scholarships of \$315 each, awarded to outstanding Brooklyn high school graduates, one going to a Negro girl who has distinguished herself as a poet and an excellent pupil, and the other to a 16 year old boy who has won many scholastic honors despite the necessity of working after school to help support the family.

War Savings Goals for Fall

School children in their 1943-44 war savings campaigns sponsored 44,700 jeeps, 13,500 planes and other war equipment to the value of \$510,000,000. School war savings goals for the coming fall campaigns will be set in terms of field ambulances, hospital service planes and related equipment, according to the education section of the Treasury's war finance division. These goals may range from a single ampule of penicillin to a 1500 bed general hospital overseas.

Paint Orchestras

Paint orchestras are something really new. They are the invention of Gladys Stackhouse, art supervisor in Huntington, N. Y., who has developed a procedure whereby entire classrooms draw in concert on a stage before an audience. Cardboard easels holding drawing paper take the place of music racks and are arranged in rows like those of an orchestra. Pupils sit at the left of their easels facing the wall to the right of the audience and each has a brush and a bottle of black ink. The children come in and take their seats as orchestra members do.

An orchestra leader stands on a platform to the right and reads the story. Each child has his cues and his part to play. There are solos, duets, quartets and choruses.

"The Donkey Who Didn't Like His Ears" is a story which brings in the

entire chorus. It starts with a solo drawing of a donkey, then mentions his various barnyard friends. Each child draws a friend. Later all the friends become angry and then amused in turn and the artists have to use their ingenuity for expressing anger and laughter.

The story ends with the donkey being exceedingly happy and with each child drawing a beautiful portrait of a donkey. The animals are variously decked out in modish hats, earrings, hair ribbons and necklaces according to individual fancies.

The intermittent squeals of laughter from the audience serve as applause which stimulates the players to real enthusiasm. Paint orchestra concerts can be given by children in any grade, says Miss Stackhouse. It is an activity that allows for great freedom of creative expression, develops an interest in art, exercises the imagination and is just good wholesome fun for children and audience alike.

"Those of us who have seen a paint orchestra function," she says, "heartily recommend it as a *type* of recreation. Truly, it is 'better than it sounds.'"

Anti-Nazi Protest

A German-controlled Danish paper describes an instance of anti-Nazi demonstration in the Danish schools. On days when a teacher known for his German sympathies is in charge, the little girls arrive at school wearing big, round, red caps. These are placed neatly in rows in the hall. Later a hammer and sickle design, carefully cut out of white cardboard, appears elegantly pinned in the middle of each. The English headmaster of the school says nothing.

Recreation Night Popular

A number of elementary schools of Evansville, Ind., have started Friday evening recreation programs for boys and girls in the upper grades. This was done at the request of the parent-teacher council; appropriations for maintaining the project were approved by the school board.

The activities vary from school to school but all include seasonal sports, table tennis, stunts, relays, games, group singing and contests. Some schools include quiz contests, talent work, wrestling, table games and short movies. One has branched out into shop work, craftsmanship and dramatics.

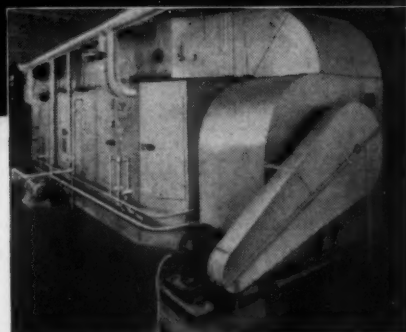
Members of P.T.A. recreation committees and others assist the recreational directors. Programs open between 7 and 7.30 p.m. and close by 9.30. They have had a large attendance.

A grade school student in '34 **now doing his bit in the war**



How can we help him after Victory?

A job? Yes! But we must go further than this. We must insure the things that he is fighting for . . . We must preserve the American ideals — promote the Four Freedoms so that his children and his grandchildren can live in peace. This means a burden bigger and broader than ever on the American school system. It means new equipment, more and better facilities, with every opportunity to learn . . . This organization has gone a long way towards improving conditions of health and comfort in the schools of America. After Victory, we will be in an even better position than ever to co-operate with you on any problem of heating, ventilating, air handling or air conditioning in your school system.

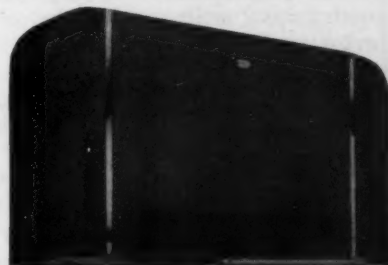


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Questions —AND ANSWERS

Maple Gym Floors

Question: What is the best way to maintain gym floors of maple?—A.O.B., Tex.

ANSWER: In daily maintenance, only dry mopping is necessary with a 48 inch mop treated with cleaning oil. Avoid, if possible, the use of water. Employ dry cleaning with a steel wool machine during the summer months. Reseal with a light coat of floor seal. Spots can be removed from surface of floors by damp-mopping with lukewarm water and a neutral soap.—W. W. THEISEN.

Teachers as Administrators

Question: How should a superintendent go about sharing the administration of the schools with the teachers? In other words, how should teachers who are unaccustomed to participating in the administration of the schools be brought to do so?—H.C.P., Ala.

ANSWER: The answer to this question would require a long dissertation. Fundamentally, the answer is that teachers learn to share in the administration of the schools by being given more responsibility and more authority. Teachers should be held responsible for developing their own curriculums, for dealing with parents and for advancing the growth and development of the boys and girls whom they teach. Principals should not attempt to exercise the responsibilities and authority that fundamentally belong to teachers. Principals should assist and stimulate, not direct.

Teachers are much like administrators in training and ability. They can learn to assume responsibilities in administration.—CHARLES E. GREENE.

How Much Specialization?

Question: What is the place of the specialized high school in preparing youth for a place in our society? How far should specialization go? (This refers to technical and vocational high schools.)—G.H.G., N. Y.

ANSWER: The specialized high schools have as definite a function in preparing youth for our society as does the college preparatory high school.

There can be overspecialization in any type of high school. The college preparatory, as well as the vocational high school, may overspecialize.

Since all the children of all the people attend secondary schools, the issue is that the needs, abilities and capacities of youth should be considered. The extent

of specialization should be curbed only by seeing that the youth gets a general education with his specialization that will guarantee his efficient citizenship as well as trained craftsmanship in industrial work. Both must go together. Because of the cost of equipment and special shops, there is every justification for setting up specialized high schools in centers of large population where the program can be financed.

Teaching youth to earn a living and how to live successfully in society is a fundamental objective of specialized high schools.—FRANK A. JENSEN.

Wood Floor Treatment

Question: What is the best way to treat wood floors? Is it unwise to use oil on floors at any time?—H.C.P., Ala.

ANSWER: School business managers for the past few years have been discussing and trying various methods of eliminating the insanitary and obviously unsightly floors which have been treated with oil. I consider the treatment of floors with oil as the method taking the least effort.

Here in Belleville, N. J., we have been experimenting with various methods of floor treatments. Fortunately we have two regulation-sized gymnasiums in our high school. On one we have used various types of varnish seals and on the other we have used a vegetable oil seal. The materials have been applied as recommended by the manufacturers. Our conclusion is that a varnish seal is merely a surface treatment, no matter how applied. The floor must be treated at least once a year.

The vegetable oil seal by far surpasses the varnish seal. It lasts longer. It is compounded to give penetration. It needs no buffing. We have not refinshed the floor treated with a vegetable oil seal for the last five years.—RUEL E. DANIELS.

Are Basic Principles Taught?

Question: Are the elementary schools of today doing as good a job as they used to? My observation is that pupils fall short in their knowledge of basic principles and that the students in our teachers' college are often deficient in arithmetic.—L.R.L., Mont.

ANSWER: If it were possible to make an accurate comparison of what is being accomplished in the elementary school

today as contrasted with what was being done 10, 20 or 30 years ago, we would find the advantage in favor of the modern school. Many pupils do come up through the schools deficient in some of the so-called "basic principles." There is much opportunity for improvement in our instructional program at all grade levels.

Your experience in finding students in teachers' colleges who are deficient in arithmetic is not unique. However, many of these students, when given a brief refresher course, rather quickly develop their skills. One reason they appear to be so inadequately prepared is that they have had no regular opportunity to use their skills during the period of high school and perhaps early college years.—ARNOLD E. JOYAL.

Cleaning Cold Water Paint

Question: What is the best way to clean walls painted with a cold water paint?—A.O.B., Tex.

ANSWER: This depends on the type of cold water paint. Some cold water paints have casein binder and can be cleaned the same as any paint, with water and mild soap solution. Cold water paints having an animal glue binder cannot be cleaned except with a dry wallpaper cleaner.

If walls are to be cleaned for a repaint job, wash off as much of the old paint as possible with a solution of water and washing soda, regardless of what type of cold water paint was used.—W. W. THEISEN.

Vocational Training

Question: What vocational training should a small school offer pupils 16, 17 and 18 years old who do not plan to enter higher education after they leave high school?—W.H.S., N. Y.

ANSWER: Here are some basic principles:

1. Vocational education must be planned as a part of the total educational program. Vocational efficiency is only one part of a vocational educational program.

2. Character training and personality development are as important as the acquisition of knowledge and the perfection of skills in making a person employable.

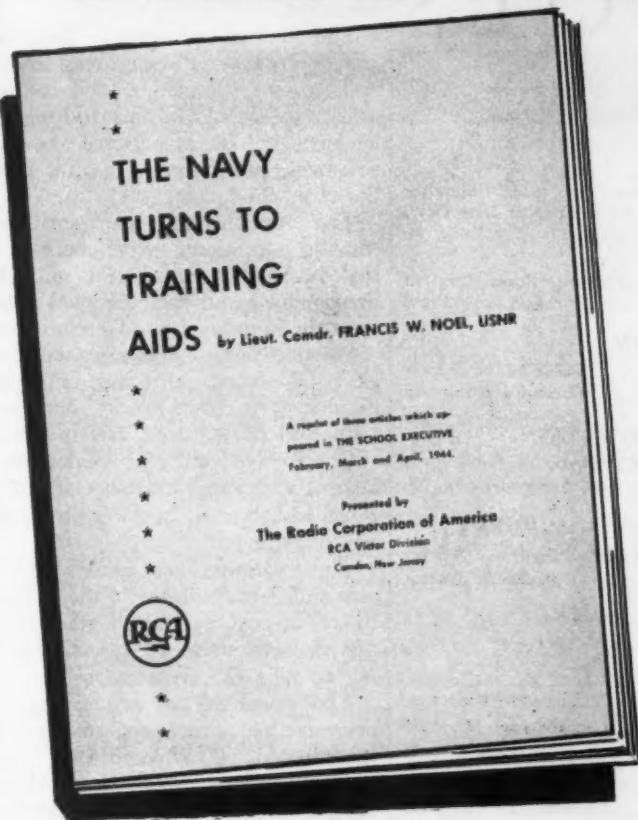
3. The three steps of vocational preparation are guidance, training and placement.

4. The high school cannot prepare all pupils for specialized jobs in particular fields.

5. Cooperative education has worked successfully in commercial fields and should be extended into other areas whenever possible.

6. Exploratory courses or work should be offered in the ninth year. An oppor-

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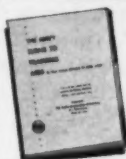
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School and Title

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tunity for visitation and observation of various types of vocations and trades should be provided for pupils during the exploratory period.

If the school is large enough to provide special departments, the following should be organized: home economics, practical arts, agriculture, distributive education.

The home economics department should emphasize such areas as home and family relationships, food and nutrition, housing, textiles and clothing, management and use of personal and family resources, protection of health, care of the sick, child care.

The agricultural department should provide educational experiences in animal husbandry, crops and soils, farm management and in specialized areas to meet the individual pupil's requirements.

Practical arts: drawing, woodwork, electrical work, printing and other graphic arts, metalwork, aeronautics, radio and related areas and mechanics.

Distributive education: salesmanship, buying, merchandise display, advertising, shorthand, typing, bookkeeping and office practice.

These various departments should provide sufficient flexibility in their offerings to enable pupils to take certain units in one department or course without having to take the complete course.

The possibility of organizing a co-operative part-time program should be investigated. If a coordinator can be appointed to arrange the work-school program for a number of pupils and supervise the two phases, a well-integrated schedule of activities and studies could probably be worked out without any great administrative difficulty. If a pupil has an opportunity to get work experience along the lines of his future vocation, the school should adapt his school program so that he can use such opportunity. The traditional quantitative measurement and evaluation of the school work may have to be discarded and a program developed to fit individual cases.—ERNEST O. NYBAKKEN.

Interschool Athletics

Question: How can interschool athletics, which help in physical development for the boys and serve as a morale builder for the community, be continued in a small school under present gasoline restrictions and with other means of transportation out of the question because of prohibitive costs?—L.A.B., Colo.

ANSWER: The only action I see that could be taken to meet these difficulties is to organize athletics on an intraschool basis. This is difficult in a small school. It may even mean that high school pupils and elementary school pupils would be playing together. There seems to be no real solution to the problem which is caused by present war-time travel restrictions.—CHARLES E. GREENE.

LOOKING FORWARD

Horses and Rabbits Again

SOME years ago (June 1937) an editorial in *THE NATION'S SCHOOLS* called attention to the statistical inaccuracy of dividing the total sums spent annually by the public schools for current expense by the total number of teaching positions and labeling the quotient "the average annual teacher's salary." The result is not merely misleading but is actually untruthful.

Regardless of whether preparation or position salary schedules are used, teachers are paid on the basis of their preparation. Use of the position schedule merely means that in the communities using this method elementary education is less highly valued than secondary education. American public school teachers vary in preparation with the individual states and within states the variation ranges from the equivalent of tenth grade educational accomplishment, according to North Central Association standards, through the master's degree and the doctorate. The term "teacher" is thus much more variable in terms of professional preparation than the term dentist, engineer, doctor and other professions that have been generally standardized through both preparation and special state examinations.

There is only one certification for dentists, doctors and lawyers while there may be more than a dozen qualitative and quantitative variations for teachers within the same state. Unless the teacher is properly classified in each case with respect to length and quality of training, it is impossible to make accurate inter-professional comparisons.

The current "national average" of \$1259, so heavily publicized as the "pitiful average pittance paid teachers," is not a true statement of teacher rewards. Unless teachers are classified by preparation and size of school district as they were formerly classified by the research division of the N.E.A., the average salary of different types of teachers is impossible to obtain. The lumping together process gives little or no credit to progressive school districts where teachers are well paid in proportion to other professions and glosses over those submarginal districts that are incapable of attract-

ing good teachers as well as of improving their schools.

This procedure has the additional weakness of making people in the better than average districts skeptical of educational publicity and does not get at the real reason why teachers in submarginal rural or small town districts are too badly underpaid.

Other factors not necessary for elaboration at this time include the differentials imposed by a dual school system in the South and Southwest, the effects of archaic administrative structure, purchasing differentials and the fact that for much of the country teaching is still considered a part-time trousseau job tied closely to an agricultural economy. Telling the public the actual truth about the reasons for low teachers' salaries within each of the states not only might be good professional pressure politics but would provide more intelligent public understanding and so be more helpful to all teachers over the long span.

To throw all teachers' and administrators' salaries into one pot and call the result "the average salary of teachers" is comparable to the old Frenchman's idea of the rabbit stew that contained the equal unit proportions of one horse and one rabbit.

George Johnson

CATHOLIC education in the United States lost one of its most outstanding leaders in the untimely death on June 5 of Prof. George Johnson, head of the department of education at Catholic University and director of the campus school.

Doctor Johnson was born in Toledo in 1889 and was educated in its parochial schools, receiving his bachelor's degree from St. John's University in 1910. He then entered the American College at Rome in 1912 to study for the priesthood. After his ordination in 1914, he returned to parish work in Ohio but soon decided that his major interest lay in education.

Catholic University conferred his doctoral degree in 1919 and invited him to teach. In 1921 Doctor Johnson was made associate professor of education and in 1938 head of the department of education. From the end of World War I until his unexpected death follow-

ing overwork, he did the work of at least three men.

His as yet little publicized experimentation in Catholic education may some day be recognized as a major contribution. He believed with great fervor in the Catholic way of life and felt that Catholic education should represent a total integration of Catholic culture. This philosophy made it necessary for him to sponsor a major revolution in the ideas and practices of parochial education. It also marked him as a "progressive visionary" in the eyes of the educationally conservative parish priests whose interest in education is perforce secondary.

Doctor Johnson spent many years putting his "cultural integration" theories into effect in the campus laboratory school. Despite official indifference and the early hostility of the academically trained Sister-teachers, he finally developed an unusually effective progressive school in which Catholicism was not taught for merely half an hour a day but became an actual living part of each curricular division.

His second contribution was as official representative of Catholic education as a member of public and voluntary agencies. He served on President Hoover's National Advisory Commission and the White House Conference on Child Health and Protection, as well as on President Roosevelt's Advisory Commission on Education. Doctor Johnson was also an active member of the Federal National Youth Commission, the National Committee on Education and Defense, the Federal Radio Educational Commission, the Educational Advisory Committee under the Coordinator of Inter-American Affairs and the Joint Army and Navy Committee on Welfare and Recreation.

He was also actively associated with the American Association of Colleges, the American Association for Adult Education and the American Council on Education, serving as a member of its youth commission and war-time commission on problems and plans. His friendliness and blunt honesty gained him many strong friends among public educators during these two decades.

His talents for organization and his ability to drive quickly through academic rhetoric to the heart of a problem made him invaluable in organization work within the Catholic educational pattern. He was director of the department of education of the National Catholic Welfare Conference and secretary-general of the National Catholic Educational Association. In his spare time he acted as editor of the *Catholic Educational Review*, editorial consultant to *The Nation's Schools* and prepared numerous bulletins, brochures, monographs and books on education and allied subjects for the hierarchy.

His last publication, in collaboration with Dr. Robert J. Slavin, "Better Men for Better Times," is an outstanding contribution to some of the larger postwar problems. His vitality and energy were remarkable; his capacity for sustained work was unbelievable; his love for our democracy a deep and unquenchable

fire, and his capacity for friendliness, loyalty and personal kindness unlimited. His untimely and unnecessary death at 55 is a serious loss to American education.

Edison Looks at Democracy

CHARLES EDISON, successful business man, former assistant secretary of the navy and former governor of New Jersey, in a recent article in the *New Republic* discusses the essentials of effective democracy which, in his opinion, must start with the local and state competency. Mr. Edison says in part:

"I do not see how democracy can filter from the top down; it must work its way up. The leaders that a democracy must have cannot begin at the top; they must come up from the bottom. For this reason, among others, I have felt that the states of the Union must be preserved as vigorous democracies; they must progress; they must experiment; they must be willing to spend their own money or borrow on their own credit. They must be laboratories where political statesmen can learn the business of government. If the states did not exist, they would have to be created.

"Under and within the states, we must have local democracies, not dictatorships. We need to have citizens who know their local problems and who work together to solve them, who neither turn them over to a boss nor run to Washington for money to build their schools or dig their sewers. The 3000 counties and the 35,000 cities and towns in the United States can and must provide experience in democratic government both to the people and to their leaders. If they fail to produce local democratic government, we shall some day get some kind of autocratic government. Every city and every county has enough problems to challenge any citizen and the citizen must pitch in and help solve these problems."

Teaching Fair Play

THERE is increasing evidence that racial hate and intolerance promulgated so freely by our Camerons, Coughlins, Dillings, Pelleys and Smiths in pre-war days and, in some instances, frankly and actively taught in nonpublic schools have taken active root in the minds of many American children. Race baiting by American children in their teens appears to be following the pattern set by certain members of the older generation. These racial clashes and other examples of dangerous hoodlumism are not always reported fully or even partially in certain cities, such as Boston and Brooklyn, or throughout the South and Southwest.

These tendencies toward intolerance and hate need immediate attention in all American schools. One of the most important jobs of the coming school year is the consistent teaching of the American ideals of fair play, live and let live and respect for the personality of others, regardless of race, color, economic, social or religious beliefs. Programs of this type, already estab-

lished in Cincinnati, Detroit, Pittsburgh and Springfield, are needed in every public and nonpublic school-room in these United States.

Teaching outlines, lesson plans and suggestions for procedure can be obtained from any of the cities now actively engaged in this type of work or by writing to the League of Fair Play, Inc., 11 West Forty-Second Street, New York City 18.

Planning in Colorado

COLORADO school board members have taken the initiative in long-range planning by their sensible recommendation that the governor create a state commission responsible for the reorganization of the frontier district system. According to the Colorado Association of School Boards, structural reorganization is an essential first step in the development of a sound system of public school finance and an improved system of public schools; it is necessary for the equalization of educational opportunity.

The Colorado program was prepared by Dr. Calvin Grieder, who is secretary-treasurer of the association and also associate professor of education at the University of Colorado.

Some of the difficulties in the way of structural reorganization in Colorado, according to this report, are the indifference of the professional politicians, the negative attitude of organized pressure groups and the lethargy, if not the active opposition, of the educational leaders.

It may seem strange that in Colorado and some other states educational leaders should display so little active interest in the long-range improvement of educational opportunity. Now, as in the days of Horace Mann, the layman again appears to be taking the initiative in the improvement of public education.

Martin Dies Quits

AN EVENT of national importance was the announcement by Martin Dies of Jasper, Texas, that he would not seek renomination to Congress of which he has been a member for fourteen years. His official reasons for retirement were given as "illness, a horror of becoming a professional politician, the need for younger leadership and a desire to return to the practice of law."

For ten of his fourteen years in Congress Dies was the worst sort of professional, demagogic politician and as chairman of the infamous Dies committee he carried on a "smear campaign" against individuals and organizations that can be truly evaluated only if studied in conjunction with earlier witch-hunting at Salem, Massachusetts.

He obtained an appropriation to ferret out "subversive and un-American activities" during the depression period when "red baiting" was a popular indoor sport. While the Dies committee was presumptively ap-

pointed to study and publicize Communistic, Fascist and Nazi propagandas, most of his attention was given to the so-called "reds." He operated chiefly through press statements in which, without legal proof and based on highly colored reports by professional spies, snoopers and provocators, he deliberately attempted to besmirch outstanding men, women and organizations in public and private life by linking them with subversive activities. His fancies and phobias ran to red. The native-born and foreign-born Nazis and Fascists who flourished so vigorously prior to 1941 were forgotten or generally by-passed.

High-minded and liberal American citizens in federal and state government, public school teachers and organizations were "smeared" and pilloried merely for the reasonable exercise of their civil rights or because they disagreed with what Martin Dies and his spies felt were "proper thoughts."

The Dies era of witch-hunting was un-American in concept and practice. Its record leaves as serious a scar as that of its Salem prototype. He should be bracketed historically with Cotton Mather and with Japan's "Supervisor of Thought." Dies in large measure has been responsible for the revival of intolerance and hate that have always smoldered in certain parts of our country.

Martin Dies is retiring from Congress because the American people have caught up with him and defeated several members of his committee in the spring primaries before he made his announcement. He fears the reaction of the people against him, already so heavily demonstrated by a 25 per cent increase in the voting registration of his district. His announcement of retirement was made immediately after his district Democratic convention had appointed a chairman and executive committee hostile to his candidacy. There is little chance for the revival of his committee after next December.

Good News

DESPITE many petty annoyances, certain organizational weaknesses and peculiar decisions with relation to public education, particularly with respect to fuel, the over-all effort of the Office of Price Administration has been good for the country as a whole. Its purpose was to prevent uncontrolled inflation of commodity prices. If the period between 1935 and 1939 is considered as 100, the war-time peak of the May 1943 index was only 125.1. The official Bureau of Labor Statistics' cost of living index for April 1944 was 124.5, which is an actual, if not highly significant, reduction over the preceding year. That is good news for everyone, particularly for those white-collar workers, including teachers, whose income generally lags behind that of factory labor. The Office of Price Administration has done a good job and deserves full credit.

The Editor

Preschool Conferences



The superintendent and school principals meet with the supervisor and assistant supervisor of physical education and health to consider the launching of a new health instruction course in grades 3, 4, 5 and 6 in September 1944. The books have been purchased. The meeting is for the purpose of deciding the method to be followed in their use in classes.

FACULTY conferences operated like workshops are becoming common in Michigan school systems. In some communities, they have been substituted for the more traditional teachers' institutes at the opening of school. While the preschool conference is dominant in this new development, some conferences are held during the school term. Their length ranges from one day to one week. The time is usually taken from the school year and teachers are paid for the days they attend.

Benefits of Preschool Meetings

The benefits of preschool conferences have been well stated as follows.

1. The preschool conference provides effectively for the orientation of new teachers to their teaching assignments, their schools and their communities.

2. It provides an extended working period for making a cooperative attack upon the problems of the school year.

3. It helps teachers achieve the professional growth that comes only from working together upon recognized problems.

4. It enables a school staff to start the year effectively.

5. It provides an opportunity for teachers to learn, by actually using them, those technics that they will be helping their pupils to acquire during the school year.

6. It enables teachers to become acquainted with a wide range of teaching methods and materials.

7. It helps a school staff to develop esprit de corps and enthusiasm for the challenges of a new year.*

*Leads to Better Secondary Schools in Michigan, No. 2, Local Preschool Conferences, Michigan Study of the Secondary School Curriculum, State Board of Education, Lansing, 1944.

The planning of a preschool conference of the faculty to be held in the fall should be started the previous spring. A representative committee of the faculty should meet to consider the time, the place, the length and the general nature of the meetings. One of the functions of this committee is to select from a list of topics submitted by members of the various schools and departments those which appear to be of most immediate importance and are to receive attention through discussions in groups or in lectures by consultants.

Topics Subject to Change

At the first session of the conference, changes are often made by general consent in the topics to be

Prevent *Haphazard* Teaching

LOY NORRIX

Superintendent of Schools
Kalamazoo, Mich.



An elementary literature workshop has been conducted for two years by elementary teachers for the purpose of becoming better acquainted with all literature books that are published for use in elementary schools.

discussed because of new conditions that have arisen since school adjourned in the spring. For example, some glad day the present war will end. Then every school system will be confronted with a host of new emphases and a long list of new school practices and policies. Let's hope the preschool conferences planned for September 1944 will be changed for this reason.

Good Leaders Are Chosen

Chairmen, recorders and, possibly, consultants should be selected by the committee. The chairmen direct the discussions on the topics selected for consideration. The recorders keep records of any significant action taken or conclusions reached by the discussion group. The consultants, when present, assist in directing the discussion toward the more significant aspects of the topics but do not dominate the discussion period. At a closing session, the recorder reports to the entire membership the significant factors coming out of the discussion of his group. It is desirable

to have mimeographed or printed copies of these reports made for general distribution.

Such a faculty meeting as described here would hardly be sufficiently stimulating to make it worth while without a proper use of consultants. No faculty would care to meet year after year for the sole purpose of hearing one another's ideas. Most Michigan preschool conferences take full advantage of their consultants. During the discussion period, a consultant challenges the thinking of the group by describing new sources of material, new techniques, new ways in which programs have been developed elsewhere. Most

conference programs include opportunities for those in attendance to hear full length lectures by consultants which are planned especially to arouse and stimulate discussion in later meetings.

Consultant Is the Key Man

The qualifications of a consultant, therefore, are peculiarly important. He must not only be able to speak effectively but must be able to participate skillfully in the group discussion. The presence of a consultant aids in preventing a state of complacency and self-sufficiency on the part of the staff.

Topics which come up for discus-



Pupils benefit from conducting their own conferences. Shown above is a meeting of an elementary school victory council. Present are representatives from each of the classes and the principal of the school.

sion and which are often particularized are: necessary curriculum revisions, courses that should be added or eliminated, promotion plans, better ways of working with children of different age groups, marking plans and proper use of special services offered by the school system. At a single conference it may be that none of these would receive attention but that others would take precedence. Local interests will determine which topics are of most importance and who knows quite as well as the staff the problems it will be facing during the year? For this reason, it is especially important to provide many opportunities for small groups of the faculty to work directly on some of these topics.

Creates Teacher Interest

Reports show that the preschool conference has been unusually successful in creating teacher interest and participation in launching the school term and in carrying on day-to-day activities. The orientation of new teachers means much more than showing them the room in which they will teach and placing in their hands a daily schedule of the work they are to do.

Every new teacher should be thoroughly familiar with all the services provided by the school system before school opens. She should know its philosophy in order that she may better contribute to the progress of the system. Likewise, the teachers who have been in the system, be it one or twenty years, will be better

teachers if they are thoroughly familiar not only with their own work but also with the work and point of view of teachers in other departments.

One of the great evils of some school systems is the extreme departmentalization and specialization practiced. Faculty conferences in which teachers work together on common issues will do much to eliminate the evils that have so long been perpetuated through departmentalization. Learning to work together on professional problems will give strength and breadth of vision to the faculty. It is a broadening experience.

It must be admitted that all too many of us still prefer to come into our classrooms on the first day of school and find on our desks copies of the daily schedule already prepared for us and in the top drawer a copy of the course of study we are to pursue for the term. It is encouraging to find a growing number of teachers who are willing to help plan the modifications necessary to keep the curriculum alive and vibrant.

Conferences in which the teachers participate in the planning have done much to further this interest. One of the significant outgrowths of such participation is the beginning of a program of effective in-service teacher education through follow-up practices and through the process of evaluation of those leads developed in the conference. Other outgrowths will doubtless develop in time.

They Learn to Work With Pupils

One of the most important benefits teachers derive from working together in these conferences is the better knowledge they gain of how to work with pupils. The ability to work informally with a group of school children in a classroom situation and to maintain a respectful atmosphere so necessary to learning does not develop without considerable thought and effort. It comes naturally when teachers have learned to work and plan together. Michigan teachers and pupils alike are benefiting by preschool conferences.



Principal and pupil conferences have their value also. Above is shown the principal of the senior high school and a representative group of pupils who meet with him regularly for discussion of school problems.

Give the New Teacher a Chance

J. B. EDMONSON

Dean, School of Education, University of Michigan

MANY teachers leave the profession after one year's experience because of their dissatisfaction with teaching conditions or because they are disgusted with their experiences in the community. Other teachers transfer to other systems for much the same reasons.

These losses to the profession are costly, especially at a time when so few new teachers are available as at present. Could such losses be reduced? If so, how?

Show Consideration for Beginners

The beginning teacher deserves special consideration on the part of the administrator. Several years ago I urged the North Central Association of Colleges and Secondary Schools to adopt a standard designed to protect the beginning teacher from being assigned a full load of work or responsibility for a major school activity.

Although the association did not adopt the proposed standard, a recommendation was made that high schools avoid giving a full load to the inexperienced teacher and that they extend special supervisory assistance to the beginner.

It is my opinion that teachers new to a school system need such assistance by administrators as is implied in the following statements.

1. Help should be afforded in finding an attractive place to live, special attention being paid to the protection of the teacher against undesirable neighborhoods and against the misfortune of taking a room in the home of a town gossip.

2. Advice should be given the teacher during the summer months regarding proposed teaching assignments, including information regarding the school's basic textbooks, the course of study and similar matters.

3. The teacher should be invited

to come to the community a day or two before the opening of school in order to obtain living quarters and to become somewhat acquainted with the school and the community.

4. An interpretation of the disciplinary policies of the school should be given to the teacher in order that she may avoid extremes in disciplinary measures.

5. Former teachers should be urged to extend help to newcomers rather than stand on the side lines and watch the beginner struggle with annoying problems.

6. Encouragement should be given to teachers to organize social and recreational activities in which new teachers should have adequate opportunities to participate.

7. New teachers should receive sympathetic help from the supervisory staff before major difficulties are encountered.

8. A suggestion should be given to community organizations, such as churches and clubs, that the new teacher faces the task of "making good" in the school and that this requires that she or he avoid heavy outside demands during the greater part of the first year.

Give Them Lighter Assignments

In addition to these kinds of assistance, inexperienced teachers should be given a lighter assignment of work. The practice of assigning work to beginners that experienced teachers do not want is unfair, as is the practice of transferring to beginners the more troublesome children.

In assisting newcomers to become adjusted, nothing will take the place of a genuine spirit of helpfulness on the part of school officials and experienced teachers. A cooperative attitude develops in the beginner a feeling of security and such a feeling aids morale. Beginning teachers are

under greater strain than are other teachers and helpful diversions should be provided. Confidence in associates provides a needed relief from excessive personal responsibility and promotes a desirable quality of good feeling.

A planning conference in advance of the opening of school provides a valuable service to new teachers as well as a useful service to former teachers. It should not be difficult to convince a board of education that the two or more days devoted to such a conference is a good investment of the necessary time and money.

Hold Preschool Conferences

Unfortunately many schools open on a selected Monday without any preliminary conferences. It is not surprising that some beginning teachers look back to the first week of school with the feeling that they passed through a nerve-racking experience which they hope they will never have to repeat. When new teachers have this feeling, it is an indictment of the administrator.

In the effective adjustment of new teachers to the school and the community the school administrator also has an unusual opportunity to protect the interests of pupils, because unhappy and disgruntled teachers are never good persons to place in charge of pupils. Effective adjustment of teachers will also decrease teacher turnover and will improve morale.

What are your policies for conserving the enthusiasm, professional zeal and morale of your new teachers? If you do not have any plans for accomplishing these ends, I would urge the formulation of such plans before school opens in September as a means of ensuring a more satisfying year of work for your new teachers.

Should Schoolboards Be Elected *or* Appointed?

FREDERICK E. BOLTON

Dean Emeritus, College of Education
University of Washington

ALTHOUGH the predominant method of selecting public school board members is by vote of the citizens, every now and then someone recommends that they be appointed by some official, usually the mayor. With the increasing trend toward bureaucratic governmental organization, it will be well to be on our guard lest some sort of "O.B.X." or "O.B.Y." be set up to manage our cherished public school systems.

Inefficient Boards a Detriment

It is lamentably true that some school boards are inefficient and that occasionally school boards stand in the way of progress. More often also they limit the powers of a professional superintendent to such an extent that his value to a community is practically nullified. Too many boards unload petty neighborhood quarrels and strifes upon their superintendents and teachers so that the schools are continually in a turmoil and all real educational effort is stifled.

So real and so numerous are such instances that sometimes prominent educational thinkers become discouraged or disgusted and in their exasperation proclaim that the only remedy is to abolish the elected lay board of education. Some advocate a board appointed by the mayor and others would even abolish the boards altogether and have the duties performed by an expert superintendent.

I believe that either procedure is a great mistake. Boards of education appointed by mayors or governor-appointed boards of regents of state educational institutions have not been more efficient or freer from political alliances than boards elected by the people. In fact, the opposite

has been true. This has been notably true in the case of governor-appointed boards of regents. While there have been many worthy and efficient appointed boards, the historical fact remains that such boards have been altogether too much the football of politics. The usual procedure has been for a new governor to oust the members and to substitute those of his own selection. A feeling of insecurity always pervades such groups.

Similar conditions, or worse, would follow the appointment of local boards of education by the mayor of a city. State institutions of higher education are further removed from the people than are local school boards and most citizens do not know the members of the boards or the executives in the institutions. This remoteness helps to ensure against attacks by individual citizens. The governor also is more remote from the people than is the mayor of a local community but even under these conditions many checks have to be thrown around the tenure of boards of regents to ensure their continuance in office when appointed by the governor of a state.

Dangers of Politics

A mayor-appointed board of education would almost inevitably become the target of local politicians. Members' positions would be made so unendurable that self-respecting citizens would hesitate to serve. We need only to recall the constantly recurring situations with reference to library boards, park boards, police departments and other boards and individuals who are mayor-appointed and removable at will by the same official, to understand all this.

The situation would be even worse in villages and small towns than in

large cities. One can easily imagine the bedlam that would result in small communities where mayors are frequently elected for a single year's term and where the small town gossips keep neighborhood feuds aflame most of the time.

Fortunately, most state laws prescribe that school boards shall be elected by the voters of the school districts. Their term of office is usually for two or three years and the times of election are so rotated that only a part of the members are chosen each year. All these safeguards tend to ensure stability, impartiality and efficiency of service.

Not long ago congressmen were appointed by the respective governors of many states. Some of us remember the corrupt political practices that developed in those states. So obvious was the relation between the methods of selection and the unfortunate results that a great wave of public indignation arose and the people swept out the vicious methods and placed the responsibility where it belongs, with the voters themselves. Now, every state chooses its congressmen directly by ballot.

Election Is the Democratic Way

Despite the fact that elected school boards are too often inefficient and sometimes mischief-makers, it is still true that the American school board is the best example we have of a representative democracy at work. No other institution is so well known or so constantly in the public eye as the school. The children go daily home from the school and perpetually report what goes on in the school. Teachers, equipment and procedures are reported on, evaluated, criticized, approved or condemned by the pupils and in turn by their parents. The school board members do not escape analysis, approbation or disapproval. All this is reflected in the support of the schools. Schools approved are more generously supported than schools condemned, which are trimmed in the next budget.

Public schools have been established by the will of the people, are maintained by the people and should be the expression of the best educational ideals of the people. In the development and management of the schools the people should have direct representation. Their representatives should be of the people and for the people. They should be persons who

share the ideals of the people and in turn help to elevate those ideals. They should be persons whose pocket-books are touched in supporting the schools, who share the blame for unsatisfactory schools and who feel the joys of superior educational opportunities provided by themselves and for the benefit of their communities. They should not feel obligated to please any mayor to whom they owe their appointment or fear his disapproval in ministering to community needs. Their only guide should be the community welfare.

No other social institution is so fully a community enterprise. No other institution is so really cherished by the people as the public school. It embodies their idealized beliefs, their hopes for improvement and their highest cooperative endeavor to obtain a better future for themselves and their children. To eliminate participation, through their elected representatives, in the development and management of this, their most cherished institution, would be to sever the tap-root of democracy.

been developed for teachers of clerical and office subjects. However, substantial progress is being made, under the stimulation of federal aid, in the development of an in-service training program for teachers of distributive occupational subjects.

Too few teachers of clerical courses have had adequate experience in the work in which they give training. Preservice institutional business teacher training programs should, therefore, be organized on a cooperative part-time basis to provide occupational experience for those who are preparing to teach business subjects. Provisions should be made for both summer and part-time employment in business occupations as a desirable part of an in-service business teacher training program.

Courses Must Fit Existing Needs

The subject matter of the business curriculum and the number of pupils trained should be adjusted to the employment opportunities in the school service area. At present, the business curriculum in most secondary schools is the result of imitation and tradition. In normal times there is frequently little recognizable relationship between the nature of the business courses being offered and the kinds of business positions that high school business graduates actually enter. Furthermore, the number trained for such office work as stenography, typewriting and bookkeeping in peacetime is greatly in excess of the number that can obtain employment while, at the same time, too few are trained for the distributive occupations in which a large proportion of high school graduates find jobs.

Obviously, business courses that are vocational in purpose should not be taken indiscriminately by young people without any consideration of their ability to profit from such training and of their fitness to succeed in a given occupation. The practice that is occasionally found of making the business department the "dumping ground" of the secondary school is poor school administration and unsound educational practice.

A well-planned and coordinated program of research in business education on a national, state and local basis is essential. Such a program will contribute significantly to the solution of urgent problems in this field of education.

Basic Needs of Business Education

B. FRANK KYKER

Business Education Service
U. S. Office of Education

ONE of the most important developments in business education has been the establishment by a large number of colleges and universities of undergraduate and graduate curriculums for business teachers, department heads and supervisors.

There has been a rapid growth in the number of state, regional and national associations of business educators whose influence is widening and whose leadership is gaining increasing recognition. The publication of yearbooks, articles in professional journals and professional textbooks has done much to clarify the philosophy, principles and methodology in the field of business education.

Developments Are Encouraging

The most encouraging development along this line is the trend toward determining the objectives, subject matter, standards of achievement, grade placement, pupil selection and methods of teaching by research, investigation and experimentation, instead of by tradition and imitation.

In a number of centers occupational surveys and follow-up studies have resulted in the vocational business curriculum's being adjusted to

the employment opportunities in the area served by the school. At the same time, through job analyses, the subject matter has been modified to function effectively on the job for which training was given. Here and there, occupational information and vocational guidance programs are in operation to assist pupils in their selection of a vocation in harmony with their interests and aptitudes.

State Supervisors Needed Urgently

The most urgent need of business education today is for competent supervision on a state-wide basis. Only a few states have state supervisors of business education who furnish leadership and guidance in the clerical and office training phases of this branch of study. In a number of other states supervisors of the distributive phase of business education have been employed. The continued progress of business education will be conditioned by the availability of constructive and qualified leaders.

Both the undergraduate and graduate business teacher training programs in our colleges and universities are, for the most part, on a preservice or preemployment basis. In-service teacher training programs, comparable to those in other fields of vocational education, have not

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About School Promotions?

WHAT plan of pupil progress is most successful in the elementary grades? To sample opinion on school promotion plans, questionnaires were sent this month to 500 schoolmen and 250 leaders in parent-teacher organizations. One fifth of those questioned had replied by the closing date.

Annual promotions are in high favor, it will be seen from the tabulations in the adjacent column. In the kindergarten and nursery, or preprimary division, continuous progress shows equal strength with annual promotions among schoolmen, 3 per cent of the respondents being undecided as to which of the two plans they prefer. The parents are less well acquainted with the continuous progress plan, although those who favor it speak loudly in its praise and a substantial group would like the scheme carried on through all elementary grades.

Semiannual promotions make a poor showing throughout, yet a number of school administrators favor the plan for the larger systems but in their own small or medium-sized systems do not regard it as feasible.

A substantial number of schoolmen express lively interest in the continuous progress movement but desire more research data on methods of administering such a plan before undertaking it in their own school systems either in the preprimary, primary or postprimary divisions.

Writes Jesse O. Sanderson, superintendent of schools in Raleigh, N. C.: "The continuous progress of a pupil throughout the elementary school is perhaps the ideal toward which we should strive. A great many conditions are involved in any progress plan. Among these are quality of instruction, size of classes, need for practice application of our philosophy of individual differences, more and better instructional supplies and equipment and a better adjustment

SUPERINTENDENTS' OPINIONS

Preprimary Division

Annual Promotions	47%
Continuous Progress	46%
Semiannual Promotions	4%
Undecided	3%

Primary Division

Annual Promotions	66%
Continuous Progress	29%
Semiannual Promotions	5%

Postprimary Division

Annual Promotions	72%
Continuous Progress	16%
Semiannual Promotions	12%

PARENTS' OPINIONS

Preprimary Division

Annual Promotions	59%
Continuous Progress	31%
Semiannual Promotions	10%

Primary Division

Annual Promotions	57%
Continuous Progress	14%
Semiannual Promotions	9%

Postprimary Division

Annual Promotions	57%
Semiannual Promotions	29%
Continuous Progress	14%

of the junior and senior high school programs to meet more adequately the academic and nonacademic needs of all students."

Supt. Holmes Hamilton of Huron Consolidated School, Oakville, Iowa, asserts: "Among the difficulties to be encountered in a small school in setting up a continuous progress type of promotion is the teacher turnover. In one

room we have our kindergarten and first grade under the same teacher while the second, third and fourth grades likewise have been grouped. Teachers in both rooms were new this year. Neither is returning. Tenure over the last ten years probably would not average over two years for the entire staff outside of the superintendent—not an unusual situation in this state."

A Boston parent writes: "Annual promotions are used in our school with distressing emphasis on achievement in the early grades. Tool subjects would probably be better mastered if personality and social attitudes were recognized. The effect of failure is often devastating to the child who may be failing only because he is taught poorly. Why set up arbitrary standards?"

Both schoolmen and parents were asked the reasons for their preferences for annual or for semiannual promotions. The advocates of annual promotions stress chiefly the fact that this plan is more easily administered by principals and teachers than the semiannual plan and that one graduating class a year simplifies the secondary school entrance problem. The fact that children are happier, less confused and more likely to do better work when left with one teacher for a full year is also emphasized.

The minority of those who favor the semiannual promotion plan thinks it works out to the advantage of the slow pupil and also makes for fewer average pupils both because of delayed entrance on a school career while waiting for a fall class and for less time lost through repeating grades.

After a five year study, the schools of Rochester, N. Y., installed a continuous progress plan a decade ago with four promotional units: kindergarten and grades 1, 2 and 3; grades 4, 5 and 6; grades 7, 8 and 9, and grades 10, 11 and 12.

This Technical School solves a community problem

FOR the last twenty years the Williamsport school district in Pennsylvania has been experimenting with the problems of adult and vocational education.

The city has become industrial. Numerous plants are now manufacturing war materials. They include the Lycoming division of the Aviation Corporation and the Pennsylvania Ordnance Works, functioning through the United States Rubber Company. These huge plants demand skilled workers. The problem of technical education, therefore, became acute and in August 1941 the board of directors of the Williamsport school district created a new school unit known as the Williamsport Technical Institute.

Theory and Practice Taught

The school plant occupies several acres of ground adjacent to the high school with which it is closely identified both in teaching and in student personnel. It is composed of seven shop units constructed along modern factory lines as to size, lighting and equipment. Here the students are taught the theory and practice of aviation, machine operation, radio construction, electricity, welding, carpentry and cabinet making, drafting, motor construction, sheet metal work and printing.

All of the work leads directly to jobs. The enrollment numbers 1800 students, 500 of whom are engaged in preemployment training related specifically to the needs of local industry. The plant operates six days a week and has a night school enrollment of 500. The number of women applicants is increasing. Opportunity for vocational education is also given to nonemployed adults who now come from various parts of the country for instruction.

The academic training of boys of high school age is not neglected.

J. MILNOR DOREY

English Instructor, Williamsport High School
Williamsport, Pa.

The Williamsport Technical Institute is a new unit in that city's system for training adults, high school boys, handicapped men and women for war work. Its success ensures its continuance and enlargement to meet post-war demands of industry.

When a boy leaves the junior high school and wishes to enroll in the institute, he makes his choice of the shop work he favors. Here he works two weeks out of every month. The other two weeks he engages in academic study, taking such required subjects as English, history, mathematics and science. In addition, he shares in the athletic and general cultural work of the academic high school pupils. For advanced students and adults, corresponding evening classes are available.

Handicapped Persons Are Trained

One outstanding activity of the institute is its work with handicapped men and women.

In pursuit of its plan, the institute works closely with the rehabilitation service of the Pennsylvania Department of Labor and Industry and the Pennsylvania Department of Public Instruction. The individual is first given tests, such as the Otis test of mental ability, the Bennet test for mechanical comprehension, the Johnson-O'Connor dexterity test and the Berneuter personality inventory. He is then given 160 hours of general orientation in the main machine shop after which, under expert guidance, he is placed in the department

for which he seems best fitted. If he has hand and arm defects but sound legs, he is adjusted to a machine where walking is involved, and conversely.

Today, all handicapped persons are known as "Line 48." A complete department has been created for them with new and expensive machines installed, specifically designed to meet various types of disability. It is a thrilling sight to see men with one eye or hand deftly operating delicate machines; to observe link pins, piston pins, cam follower rollers produced to a tolerance of 0.0002 of an inch in diameter by cripples so disabled that it is a wonder they can work at all. Some of the men are deaf or blind. All have acquired such precision in their work because of their disability that the director has said, "I would not exchange these workers for many of the physically normal men and women."

Technical Schools Fill Need

The answer to the question of technical education lies with the technical schools, not with the related vocational courses of high schools or even with the quasi-training provided by industry itself. In a technical school, the work can be scientifically organized, experts hired, courses mapped out and objectives clearly defined.

That the Williamsport Technical Institute realizes its obligation to the future is manifest in the type of work it does which now has federal approval and subsidy. To meet both war and postwar demands, the school district has enlarged its plant by the purchase of another large factory and site adjacent and, by the action of both state and federal governments, is increasing the capacity and equipment of the local airport specifically for training the students of the institute.



GRAMMAR *Can Be Fun*

RHODA A. HAUCK and MAURICE B. CHUSE

Teachers of English and Art, Respectively
 Haverford Township Junior High School
 Upper Darby, Pa.

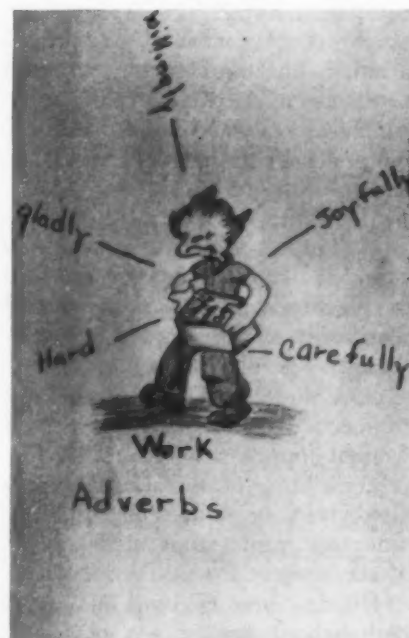
WE HAVE added interest and fun to the teaching of grammar by having pupils illustrate different parts of speech and points of grammatical construction in visual form. We ask the pupil whether he can draw a picture of a noun or a transitive verb or the correct use of an apostrophe.

In doing so, he helps fix the word or point of grammar in his mind and the picture he draws gives the teacher an opportunity to correct mistakes where the pupil can see them visually. Then, if the drawing

expresses the principle of grammar accurately, it can be used for demonstration purposes to the rest of the class.

The Army uses an illustrated textbook in grammar and has been successful with it. We are trying to obtain the same results but with the originality coming from the pupils themselves who make their own illustrations.

This is one method of correlating English and art. The accompanying illustrations represent work done by pupils of the eighth grade.



PEACE Is a Way of Life *that* schools can teach

AN ENDURING peace cannot result from any treaty. It can result only from the way in which men and nations live after treaties have been signed. The questions arise: What agency—army, state, church, school, family—can best undertake the problem of determining the behavior patterns that will be the most conducive to living in a peaceful world? How can these patterns of behavior best be established in all the citizens of the world?

Peaceful activity takes up a large part of man's time as he progresses toward a better civilization. This activity is complex. It involves trends that last for decades and at times for centuries. The development of democracy, the growth of the labor unions, the use of modern technology by mankind are examples of these intricately complex trends which began in the dark past and which have not yet reached their end.

The spread of the Four Freedoms throughout the world will involve all of these. Economics, industrialism, labor organizations, capitalism, racial discrimination, religious conflicts, Communism, Socialism, Fascism and the like are all part of the complex pattern of civilization.

Trends Must Be Considered

The problems attendant upon them can never be solved correctly in terms of the immediate situation. If there is any sure ground in the swampy morass of the problems confronting man in his peaceful activities, it is that a decision in terms of immediate results is almost always wrong. Statesmen and leaders who show greatest promise of success in times of peace are those who have no immediate and ready answers, who think in terms of decades or centuries of human progress and who make decisions in terms of trends of this

progress all down through the years.

These leaders come to power and are kept there because, in the long swing of human events, they tend to decide rightly more frequently than they decide wrongly. The situations surrounding these men during peace tend to develop their ability to make decisions that are right in the long run.

Deliberation Needed

Military leaders must be intelligent and brilliant opportunists who think in terms of immediate objectives. We have been fortunate in that we were able to discover these men when our country was beset by foes. Leaders of man's peace-time activities, on the other hand, face far more complex problems which extend across the years. We have not been as blessed with effective leadership in this field, probably because there are few men who are equipped to be successful in these peace-time activities.

As there are no ready answers to the many postwar problems which will undoubtedly face us, any attempt at immediate action has little chance of being right. Those who have the responsibility for seeking these answers will need time for becoming familiar with many factors and for devising ways of fitting these factors into a usable plan for peace.

If we are to have a lasting peace, we must give our peacemakers time to choose a basis for it. This time can be had only if our armed forces

control and police large areas of the world while the problem is being studied, while information is being gathered and disseminated and while deliberations take place. This could be the great contribution of military leaders to peace.

The men at the peace table should not be the men who have won the war. The decisions to be made must be in tune with the long trend in human progress and not with the urgent demands of the immediate situation. Some way must be found to choose those persons who possess the greatest social wisdom, whose decisions large masses of people will follow and who will be motivated by a desire to promote the common interests of man. How this might take place cannot be conjectured. We must face the probability that it will not take place.

No Utopian Peace Ahead

In all likelihood the peace will be an immediate one with no interval between it and victory and will contain the seeds of future conflict. In all likelihood the people who form the peace will be those who won the war and are unfitted to decide the peace. In all likelihood, also, there will be some attempt to degrade the people of the countries who are now our foes.

The bitterness of war will not pass with the firing of the last shell. The harsh emotions of the people who have lost friends, relatives, homes and wealth will not be calmed when

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the enemy surrenders. We can expect injustice in any treaty. So it has been through all world history.

Our problem, then, in looking for a way of lasting peace is to discover some device that can be injected into an unjust treaty for making future wars impossible. Such a device exists. It is one which the public schools alone can provide.

The free public school has never realized its potentialities as an instrument for changing the behavior of masses of mankind. What it might accomplish as a social force is suggested by the vast changes in behavior of many persons in Germany, Russia and Japan during the last twenty-five years. In the United States, the school has been concerned with academic standards, with verbal skills, with memorized symbols and with erudite accomplishments.

In all of these areas the school has achieved what it set out to achieve. Its graduates are literate. They use simple numbers with reasonable accuracy. They write legibly. Some of them can recite rules of grammar, memory gems and selected quotations from literature. They have passed many courses as their accumulated credits, report cards and diplomas show. That the schools have not done more is partly their own fault and partly society's.

The public school is the only

agency which can have a uniform point of view and which can affect all of its persons in the same way. Hitler has shown us what he could do in a few short years to create a cruel, harsh and warlike youth. He has demonstrated a principle that should not be overlooked because of the way in which it has been used. Given a clearly defined objective, stated in terms of desired patterns of human behavior, it is possible to devise a system of universal education that will reach these objectives and will fix the desired pattern of behavior.

It is not our purpose to show in a brief article the way in which this can be done. We can state with complete confidence that man has already discovered enough about the way in which he learns to be able to devise methods of instruction that will produce any desired objective. The difficult problem is to state what is to be learned. If the school is to serve as the universal agency for producing desired changes in the behavior of masses of people, then it must know what those changes are to be. We must begin to think about these at once.

How do we wish people to live after the war? Do we wish them to live democratically? Then how do people live when they do this? What are the specific behavior patterns of

democratic living? Is democracy the rule of the majority or is it the principle of resolving conflicting interests by seeking common grounds among them for the good of mankind?

These questions and others like them are not easy to answer but they are far simpler than the intricate problems of making a satisfying peace along diplomatic lines.

The time to begin this task is now. The United Nations, plus accredited representatives of those groups of Axis citizens who are eager to overthrow the present viciousness, should set up a commission to determine how people should behave in order to have a lasting peace. These definitions of behavior should be specific and precise. They should be arrived at after careful and thoughtful study.

As soon as any of these specific methods of behavior have been stated, they should be given to a group of trained educational technicians whose job will be to devise workable technics for producing the changes desired. These experts should be able to develop a complete program of education that could be basic in all countries, including our own. It must, of course, extend from nursery school through the university and must contain a program for training teachers so that it will be self-perpetuating.

There are two promising ways to lasting peace. One, that of careful policing of the world for a period of years while experts analyze the conflicting interests and prepare an acceptable plan, will probably not be used. The other, that of inserting in a bad treaty, such as will probably result from the peace conference, a clause requiring that all schools in all countries use the basic program of education which has been devised to produce desired changes in the behavior of man for living in a peaceful world, has some chance of overcoming the evils of a poor treaty.

The latter way is the one proposed here. We know enough about how man learns to produce any given pattern of specific behavior. Let us, therefore, lend every effort to discovering those methods of behavior necessary to permanent peace. Let us devise and use methods of teaching that will produce such behavior. This way may lead us to the end of wars, to cooperation, to an understanding of the brotherhood of man and to living by the "golden rule."

Veterans Ripe for Junior College

THE average educational attainment of men in the armed forces is the tenth grade. The average returning soldier will be both too mature for high school and inadequately prepared for college or university. The junior college, therefore, occupies a strategic position for service to returning veterans.

To meet their needs, the school day should extend from 8 a.m. to 9 or 10 p.m., with classes on Saturday, and the curriculum should be adapted to the persons enrolled. This adaptation would include a core of general education designed to orient the student in the major areas of human need, increased attention to health and nutrition, consumer education, refresher courses and work-and-study cooperative courses.

There will be a demand for the study of aeronautics, for trade courses leading to certificates of proficiency which could be completed in a year's time or less and many short-unit courses of from six weeks to a year.

The junior college program in the postwar period will become emancipated from the domination and direction of higher education. The local junior college student should be free to disregard requirements for higher study other than in his special field and to substitute any deviations which will better serve his needs. The very life of American democracy calls for the universal extension of free public education through the junior college period.—JOHN W. HARBESON, *principal, Pasadena Junior College, Pasadena, Calif.*

The U. S. Supreme Court Speaks

*regarding limitations upon the rights
and powers of states over education*

S. B. WITKOWIAK

President, St. Catherine's High School, Racine, Wis.

ALMOST 25 per cent of the population of the United States is in some way connected with education. There are more than 30,000,000 young people in our schools. Of these about 89 per cent are in schools supported by the states. The remaining 11 per cent are in schools supported by private agencies. More than \$13,000,000,000 is invested in school property and endowments and the people of the United States are spending in excess of \$2,000,000,000 annually for tax-supported schools. Thus the people of the United States attach much importance to education.

Education a Means of Growth

The founders of our country had a high regard for the rights of man. Their theory of government was based upon the proposition that every person has a natural right to life, liberty, free speech, liberty of conscience, private property, marriage and education. The most precious of these rights is the right to life but immediately following is the right which every human being has to a normal physical, religious, moral and intellectual development. The latter right can be best preserved and attained by means of an education.

Since the child is unable to furnish his own education, certain agencies must aid the child in this work.

These agencies, the home, the church and the state, have a right and a duty to educate their members. The parents, as the lawful authority in the home, have a primary natural right to educate their children. In most cases, however, parents themselves are not fully equipped to educate their children and, therefore, must rely upon the church and the state for assistance.

State's Duty to Foster Education

The church has both a supernatural and a natural right to educate its members. The state, because of its dual function of protecting the rights of its citizens and of promoting the general welfare, has the right and the duty to safeguard the rights of the child, the parents and the church as well as to promote, encourage, assist and supplement the educational work of the parents and the church.

Education in the United States is predominantly under the control of the individual states. The state educational system of the United States is unique in that autonomy over education is in the hands of the individual states and not in the central government. It is evident from the federal Constitution, the decisions of the federal and state courts and also from the debates of the constitutional conventions that education, as a function

of government, has been reserved to the respective states of the Union.¹

The individual states, however, are not the exclusive agency of education. Private agencies and the churches also conduct schools and enjoy considerable freedom. As a result of the recent economic depression, the present World War and the general trend toward socialization in the world the federal government is taking a deeper interest in education than it has heretofore. Nevertheless, the individual states of the Union have almost plenary power over tax-supported schools and regulatory power over privately conducted schools.

State Power Restricted

Because public education has become a state function, the state legislature, through its legislative power, has become the most important control agency with respect to education at the present time. The state legislature, however, is not supreme. It is restricted in its legislative power by state and federal constitutional provisions and the decisions of the respective state and federal supreme courts. In this article only those restrictions will be treated which the U. S. Supreme Court has placed upon the individual states in their control over education.

An analysis of the federal Constitution and the decisions of the Supreme Court reveals that the power of the states over education has been limited in many instances. In brief, the Supreme Court of the land has decided that the individual states may not:

1. Impair the obligations of charters of private schools, if such char-

¹Garber, Lee Orville: *The Legal Implications of the Concept of Education as a Function of the State*. Chicago: The University of Chicago Libraries, 1943. Pp. 99.

ters fail to mention a reservation of power to the state to alter, amend or repeal the same,²

2. Interfere with a federal donation to privately controlled schools,³

3. Tax the property of private and public schools which are expressly and perpetually exempted by the state,⁴

4. Impair the obligations arising from teacher-tenure legislation which is considered as contractual,⁵

5. Deprive private schools of their property by compelling parents to send their children only to public or state schools,⁶

6. Restrict the teaching of modern foreign languages in private or public schools,⁷

7. Discriminate as to color or race in offering educational opportunities to its citizens,⁸

²Dartmouth College v. Woodward, 4 Wheat. (17 U.S.) 518 (1819), 14 L.Ed. 629.

³Vincennes University v. Indiana, 8 Wall. (55 U.S.) 268 (1835), 14 L.Ed. 416.

⁴Washington University v. Rouse, 8 Wall. (75 U.S.) 439 (1869), 19 L.Ed. 498.

⁵Indiana ex rel Anderson v. Brand, 303 U.S. 95 (1937), 58 S.Ct. 443, 82 L.Ed. 685.

⁶Pierce v. Society of Sisters, 268 U.S. 510 (1925), 45 S.Ct. 571, 69 L.Ed. 1070.

⁷Meyer v. Nebraska, 262 U.S. 390 (1923), 24 S.Ct. 860, 48 L.Ed. 1160.

⁸Missouri ex rel Gaines v. Canada, Registrar of the University of Missouri, et al., 305 U.S. 337 (1938), 59 S.Ct. 232, 83 L.Ed. 208.

8. Force their pupils to salute the American flag,⁹

9. Burden correspondence schools engaged in interstate commerce,¹⁰

10. Claim immunity from suits for their schools.¹¹

In short, the U. S. Supreme Court has protected private education from undue interference by the individual states. In virtue of the doctrine of *stare decisis*, it may be concluded that as long as the federal Constitution is in force and interpreted properly, private schools are guaranteed their existence by the decisions in the Oregon School and Dartmouth College cases. Thus, in an indirect way, the rights of parents and the church to educate their children are safeguarded.

The rights of teachers to engage in their occupation, provided they do not teach anything harmful and injurious, are protected by the decision in the Nebraska language case. Their contractual rights have been

⁹Minersville School District v. Gobitis, 63 S.Ct. 1178, 87 L.Ed. 1171. This decision rendered on June 14, 1943, reversed the opinion which the Supreme Court handed down on June 3, 1940, as found in 310 U.S. 586 (1939), 60 S.Ct. 110, 84 L.Ed. 1375.

¹⁰International Textbook Co. v. Pigg, 217 U.S. 91 (1909), 30 S.Ct. 481, 54 L.Ed. 678.

¹¹Hopkins v. Clemson Agricultural College, 221 U.S. 636 (1910), 31 S.Ct. 654, 55 L.Ed. 890.

made more secure by the decision in the Indiana teacher tenure case. Indirectly the Nebraska language case limited the power of the states over the curriculums of private schools. Though the state may prescribe a minimum for all schools, namely, that a certain number of subjects be taught, yet it may not determine the maximum or prohibit the teaching of any useful and practical subject in private schools.

The contractual rights of private schools have been protected from state interference in the Dartmouth College, Vincennes and Washington University cases. In the first case, the state was prohibited from changing the private status of the college to a public one; in the second, from appropriating federal aid given to a private school, and in the third, from taxing a perpetually exempt institution.

Private correspondence schools, when engaged in the instruction of students in other states, though bound by the regulations of their own state and the Federal Trade Commission, have been protected from unreasonable burdens placed on them by other states.

Finally, the U. S. Supreme Court has declared that all states must respect the rights of all their citizens, regardless of color or race, in extending educational opportunities. The state must preserve not necessarily an identity but an equality of educational facilities for all its citizens and such equality must be maintained within the confines of the state.

In conclusion, the U. S. Supreme Court has settled many delicate questions regarding educational rights. It has always maintained a high regard for the educational rights of the states, however, and when a particular state became overzealous in its legislation regarding education and encroached upon the higher natural rights of its citizens, the court has upheld the rights of the child, parent, teacher, private school.*

*This article is a summary of a Ph.D. dissertation submitted to the Catholic University of America. A review was made of all decisions made by the U. S. Supreme Court in matters relating to education. A special study was made of all these decisions and briefs of these cases were incorporated in the appendix of the dissertation. Cf. Witkowiak, Stanislaus B.: Limitations Imposed Upon the Rights and Powers of Respective States Over Education by the United States Supreme Court. Ph.D. Dissertation. Washington, D. C.: Catholic University of America Press, 1942. Pp. 174.

Men and Women Get Same Pay

THE board of education in Kalamazoo, Mich., has approved a significant change in its salary schedule for teachers. Effective with the 1944-45 school year, men and women teachers will receive equal pay.

Our salary schedule has met the definition given by most authorities for "single" schedules since 1926. By this I mean that similar salaries were paid in different departments or divisions of the school system. That first schedule was abandoned in 1932 but our teachers continued to receive equal salaries in the divisions and departments. There was, however, a provision in the first schedule that permitted men teachers to receive as much as \$300 more than women teachers.

In 1941, Kalamazoo again adopted a salary schedule which reduced the

differential between men and women to \$150. Again, the schedule provided equal salaries in the departments and divisions.

The new schedule recently approved has eliminated all differentials. In addition to the salary on schedule, our board has provided a cost-of-living item of \$100 to each teacher for 1942-43; \$150 for 1943-44, and has approved \$200 for each teacher for 1944-45, provided a tax rate of 11 mills can be obtained from the county tax allocation commission.

Our beginning salary based on the bachelor degree, including a \$200 cost-of-living item, is now \$1550 and the maximum is \$2600. For teachers possessing the master's degree, \$100 additional is allowed throughout the schedule so that the maximum is \$2700 for these teachers.—LOY NORRIS.

APPRAISAL CARDS

more helpful than Report Cards

They are more stimulating to a child's initiative, enterprise and growth

W. CARMAN LUCAS

Vice Principal, Milwaukee Public Schools

PUPILS need guideposts along their path of intellectual and technical pursuits to give them confidence, to encourage and lead them to greater endeavor. These directives can be easily furnished in the form of a periodical appraisal issued in the same way that report cards are furnished but supplanting them and supplying a much wider scope of service and guidance.

Many report card systems now in use encourage pupils either to cram, jam and work for "marks" or, indirectly, to just "get by" and satisfy the powers that be. Little inspiration is given pupils by or on the cards for acquiring knowledge, skills and understandings.

A recent attempt has been made by some school systems to improve and simplify their report cards by issuing one which merely announces that the work being done at school is "satisfactory" or "unsatisfactory." However, there is nothing to indicate what caliber of work the pupil is actually doing nor are there any guides or helps given as to how or what he can do to improve himself.

Pupils Need Stimulus

A report system is needed in our schools that will help change the emphasis from that of earning marks or letters to that of attaining broader understandings and abilities. A system is needed that will challenge and motivate each pupil to greater effort and at the same time furnish him guidance in how to improve himself. A report method is required that encourages scholarship, inspires and stimulates each young person to acquire scholarly habits.

This method should arouse a desire in each pupil to search things out for himself rather than sit back, pupil-fashion, and be content to wait

for someone to teach him. Naturally, this type of report system ought to contain helps that will guide and urge the child on to heights of greater achievement and at the same time give him and his parents an appraisal of the progress he is making.

An example of such an appraisal that can be easily issued in card form is submitted here as one that will

help accomplish the foregoing objectives. As can be observed, five levels of scholarship appraisal are provided for in this card: superior, good, average, inferior and poor.

The degree of attainment in each subject can be indicated by a check in the proper column. For instance, if a boy satisfactorily met the requirements of a Superior rating in

Scholarship Appraisal

Subjects:	History	English	Art	Math.
1st Appraisal:				
Superior Rating				
Good "				
Average "				
Inferior "				
Poor "				
2nd Appraisal:				
Superior Rating				
Good "				
Average "				
Inferior "				
Poor "				
3rd Appraisal:				
Superior Rating				
Good "				
Average "				
Inferior "				
Poor "				
Semester Rating:				
Superior Scholarship				
Good "				
Average "				
Inferior "				
Poor "				

history, he could be made aware of this fact by a check placed in the square where the history and Superior rating columns intersect. His parents and he could easily ascertain what kind of pupil he had been by perusing on the opposite side of the card the 10 qualifications listed for Superior scholarship. Likewise, if a pupil received an appraisal of Inferior in English, he could get a clear picture of the reason for such rating by studying the eight points that denote inferior work.

Each level of scholarship contained on the appraisal card should be fully explained and its essential qualifications listed opposite the appraisal. This would facilitate ready reference and quick understanding of what each level of rating involved.

What Our Appraisal Means

Superior Rating:

(1) Pursues independent research. (2) Shows ability to weigh evidence. (3) Shows originality in thought and procedure. (4) Has an excellent understanding and knowledge of the study pursued. (5) Systematically and thoroughly prepares his work. (6) Does more than is required. (7) Is ready to assume responsibility of leadership. (8) Brings in valuable outside material without being asked. (9) Volunteers helpful information. (10) Habitually uses good English.

Good Rating:

(1) Does some independent thinking. (2) Is a contributing member of

the class. (3) At times does original work. (4) Has a good understanding and knowledge of the study pursued. (5) Does more than is expected. (6) Occasionally assumes the responsibility of leadership. (7) Is cooperative. (8) Is prompt and neat in work. (9) Always uses good English.

Average Rating:

(1) Often contributes something to stimulate the work of the class. (2) Is content with the fundamentals of the subject. (3) Is learning to cooperate. (4) Seldom shows originality of thought. (5) Seldom raises questions of his own. (6) Usually neat and prompt. (7) Takes time to get down to work.

Inferior Rating:

(1) Passing but poor work. (2) Shows poor grasp of subject matter. (3) Rarely contributes to the work of the class. (4) Seldom completes work expected. (5) Seldom brings work assigned. (6) Finds difficulty in getting down to work. (7) Never shows originality of thought or method of work. (8) Uses poor English.

Poor Rating:

(1) No credit can be given. (2) Is indifferent. (3) Does work of such poor character that he will be unable to continue a course similar to this.

Let us see what beneficial effects one of these ratings might have. A Superior rating is designed to encourage a pupil to lift himself to higher levels of school work, to search things out for himself and even to teach himself. He is beck-

oned forward, as it were, to discover and conquer new fields of knowledge. The ability to think, reason, evaluate and reach conclusions is promoted and rewarded. Initiative and originality are singled out as being important. The habit of systematic, thorough preparation of work, doing more than is required, responsible leadership and active, helpful class participation are encouraged.

A Good rating indicates that *some* independent thinking is being done by the pupil. While recognizing his attainment, the rating indicates that a still higher level of achievement is possible. It also is an acknowledgment that the pupil possesses many other desirable traits.

The pupil receiving an Average rating is acquainted with the fact that he is doing passing work. He is stimulated to improve himself by the knowledge that there is much more he can do to better his condition.

Character Analysis Helpful

A good appraisal card is one that gives helpful information as to the character traits displayed by the individual. As Ruckert so wisely said, "Every complete work requires a complete man." A report system that provides both a character and scholarship appraisal is much more efficacious and gives a clearer picture of the complete pupil than a card which merely gives grades. Character analysis should not be left to the last page of an appraisal card, however, but should occupy a prominent place, such as on the first page.

An appraisal card, such as the one I have described, should encourage and help develop self-reliance and scholarly attainments in pupils. It should tend to eliminate ambiguous methods of marking and should acquaint each young person and his parents with the qualifications modern study demands. This appraisal card does not permit the possibility of marking one pupil against another on a comparison basis but provides for individual differences and the earning of just credit for individual initiative, enterprise and growth.

Such an appraisal helps the teacher in his campaign to sell the subject he is teaching by providing guideposts along the road to encourage and stimulate greater achievement. An appraisal may be issued as frequently as desired.

Traditionalism Holds Us Back

American colleges had a unique opportunity to revitalize education under the Army Specialized Training Program but fumbled the ball because of their traditionalism, according to Clarence H. Faust of the University of Chicago. The program provided an experiment of major importance in democratic education. Its virtues were threefold: relatively clear aims, relatively high concentration upon these aims and the providing of a democratic opportunity for all.

The A.S.T.P. was a national enterprise under national direction, with more than 200 colleges and universities participating. Yet these institutions kept to the traditional pattern, offering old courses under new

names and showing allegiance to strict textbook instruction instead of to a study of sources, Doctor Faust charges.

With the end of the war, reconversion will bring new and difficult problems. It is possible that the government will call on colleges once again to train specialists. In view of this possibility, educators should review the A.S.T. Program, draw lessons and equip themselves for meeting the new opportunity to recast American education. Lessons they have learned are that students need not be pampered, that they don't need four leisurely years to master their material and that they are more mature than tradition recognizes them to be.

THE NATION'S SCHOOLS SURVEY

The type of schools that communities will build after the war and the kinds of materials and equipment that will be in demand for them are of great interest to manufacturers who will be expected to supply those products.

In an attempt to discover the trend of thinking on this subject by school administrators and architects, The Nation's Schools recently sent a 12 page questionnaire to the heads of 6356 school systems having a minimum enrollment of 500 pupils and to more than 500 architects specializing in school construction.

There were 290 separate items to be checked by every person receiving the questionnaire. The Nation's Schools takes this opportunity to express its thanks to the more than 950 administrators and architects (14 per cent) who took the time to fill in and return the questionnaire. This is an unusually high percentage of returns.

From the replies a fairly accurate picture can be obtained of the kind of schools that will be built after the war and of the materials and equipment which will be most in demand.

A Preview of Postwar Schoolhouses

SCHOOL buildings in the postwar period will be of modern design, according to the preferences of school administrators who prefer this type of architecture to Colonial, classic, monumental, informal or Gothic.

This and many other significant facts are revealed in an elaborate and detailed building survey recently conducted by The NATION'S SCHOOLS. A 12 page questionnaire covering 290 items of building construction equipment was mailed to all the 6356 school systems in the country having an enrollment of 500 or more pupils and to more than 500 archi-

J. W. CANNON Jr.

tects specializing in school construction.

School architects are even more enthusiastic about modern design than administrators, 50 per cent preferring modern to all other styles of architecture whereas schoolmen show a preference by 39 per cent.

Colonial architecture is the second choice of both groups, being favored by 22 per cent of the architects and 20 per cent of the school superintendents. Monumental, classic and Gothic designs, which were prevalent a

decade ago, will be used with less frequency in the postwar era, according to the survey.

These three types combined account for less than one fourth of the architects' preferences and about one third of school authorities'. In some regions, styles of architecture that are particularly adapted to local geographical and climatic conditions will be in demand, such as the Spanish style in the Southwest and in southern California.

The trend away from traditional to modern design is based more on a greater appreciation of the importance of educational planning of

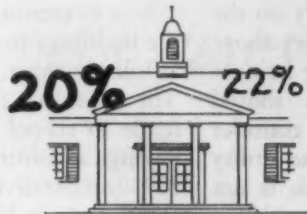
TYPE OR STYLE OF BUILDING

If you were planning today ☐ A high school

☐ An elementary school

which style of architecture would you want?

PERIOD



20% 22%

☐ COLONIAL



18% 9%

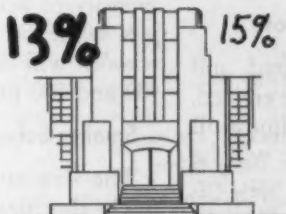
☐ CLASSICAL



2% 1%

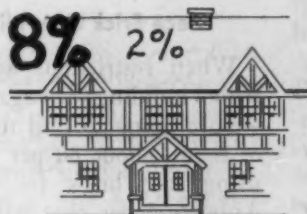
☐ GOTHIC

OTHER



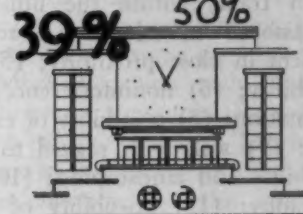
13% 15%

☐ MONUMENTAL



8% 2%

☐ INFORMAL



39% 50%

☐ MODERN

KIND OF CONSTRUCTION

41
30

☐ Type A. Building constructed entirely of fire resisting material, including roof, windows, doors, floors and finish.

46
52

☐ Type B. Fire resistive walls, floors, stairways, ceilings but wood finish, wood or composition floor surface, wood roof construction over fire resistive ceiling.

☐ Type C. Masonry walls, fire resistive corridors and stairways, but ordinary construction otherwise.

8
14

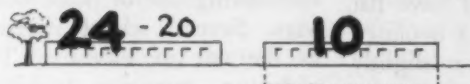
☐ Type D. Masonry walls—otherwise wood and joist construction and wood finish.

3-0

☐ Type E. Frame building.

2-4

HEIGHT OF BUILDING



24-20

10

☐ ONE STORY

☐ ONE STORY (with basement)

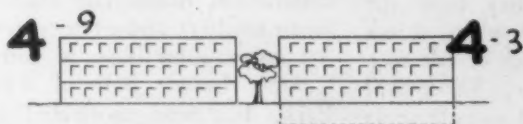


18 38

40-22

☐ TWO STORIES

☐ TWO STORIES (with basement)



4-9

4-3

☐ THREE STORIES

☐ THREE STORIES (with basement)

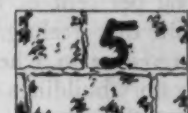
EXTERIOR TREATMENT



80

69

☐ FACE BRICK



5

10

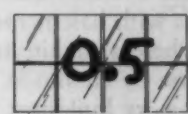
☐ CUT STONE



5

4

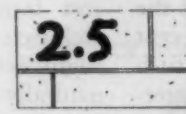
☐ STUCCO



0.5

0

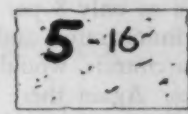
☐ TERRA COTTA



2.5

1

☐ BLOCK (concrete or cinder)



5-16

☐ CONCRETE (Monolithic)



SUPERINTENDENTS' CHOICES IN BOLD FACE

ARCHITECTS' CHOICES IN LIGHT FACE

ALL FIGURES = % OF TOTAL REPLIES

schools than on a mere desire to change the outward physical contour of school buildings for appearance's sake only.

Virgil L. Flinn, superintendent of the Kanawha County Schools, Charleston, W. Va., states: "School buildings should be simple, in good taste and appropriate to their sites and their communities and should be built from the inside out rather than from the outside in.

"The guiding factors in planning should be (1) utility, or proper use of space; (2) flexibility, or multiple use of space; (3) circulation, or location of related units in order to cut down traffic within the building; (4) association, or location of related services in close proximity; (5) accessibility; (6) noninterference; (7) orientation; (8) possibility of expansion; (9) soil, with regard to permeability and landscaping; (10) topography; (11) possibility of rearrangement, and (12) miscellaneous factors, such as drainage, water supply and sunlight. Only after considering all these factors should the type or style of building be decided upon."

Maintenance and safety are other important features which will affect the design of a building and the selection of materials.

Two Story Buildings Preferred

Architects and school administrators agree that school buildings of the future should be two stories high. Almost 60 per cent of both groups concur in this feeling. However, they disagree as to whether or not such two story buildings should have basements. Schoolmen would build more than twice as many two story buildings with basements as without them, whereas architects would do the reverse by an almost 2 to 1 ratio.

Three story buildings will be rare except for schools having large enrollments as only 8 per cent of the school administrators and 12 per cent of the architects would plan such structures. Again there is disagreement on basements, architects being against them 3 to 1, schools for them by a small margin of preference. Both groups are in accord by more than 2 to 1 that basements in one story buildings should be eliminated.

In the face of the recommendations of the National Council on Schoolhouse Construction for the elimination of basements, this marked preference on the part of school admin-

istrators is difficult to explain, particularly as the cost per cubic foot of basement space is but little less than the cost per cubic foot for that part of the building above the ground.

Present day construction technics, which make it possible to lay the first floor slabs either directly on the ground or raised a few inches above it, effect considerable saving in non-basement buildings. This should cause every schoolman to consider carefully whether or not the utility of the basement area, which is not devoted to boiler room and which is confined to storage, play area or possibly cafeteria use, justifies the cost.

Face Brick Gets High Vote

When restrictions are lifted and school buildings can again be erected, we are going to find that almost all of them, about 80 per cent, will be using face brick for the exterior. Another 5 per cent will be built of monolithic concrete unless the architects, who would build 16 per cent of the buildings of this material, change the present thinking of school people.

Stucco, cut stone or cinder block and terra cotta follow in this order as the favored materials for school exteriors. This represents no particular change from present practice.

The architectural style, of course, largely determines the type of roof; it is, therefore, to be expected that most postwar schools will have flat roofs. The number of schoolmen favoring tar and gravel is slightly larger than the number who prefer composition asphalt. For pitched roofs schoolmen are thinking more in terms of slate than any other particular kind of material, with asphalt, asbestos shingle and tile about evenly divided as the next most popular types.

Probably because they have the cost factor so definitely in mind, architects prefer asbestos or tile to a slight extent over slate. There will naturally be few wood shingle roofs because of fire risks but a number of superintendents seem willing to try out roofs of corrosion-proof metal when, as and if the development of this newer type of material makes it available at a cost that is somewhat comparable to that of other roofing.

The fire hazard in postwar schools will be reduced as practically all the buildings now being planned either will be constructed entirely of fire-

resistive materials even including roofs, windows, doors, floors and finish or will have fire-resistive walls, floors, stairways, ceilings with wood finish, wood or composition floor surfaces and wood roof construction over fire-resistive ceilings.

It is interesting to note the size of the buildings that are being planned. While it must be recognized that The NATION'S SCHOOLS' survey was made in school administrative units having a minimum enrollment of 500, comparatively few really large elementary or high school buildings are contemplated. About 60 per cent of the elementary schools will have a capacity of between 300 and 600 pupils while 50 per cent of the high schools will accommodate between 400 and 800 pupils.

Smaller Schools Will Predominate

The size of the building depends upon the size of the district, the density of the child population and the extent of the school program. Since most school districts, even when reorganized, will have less than 1500 children from kindergarten through the fourteenth year, we may expect that smaller buildings will predominate in school construction.

It is plain that schoolmen are giving much thought now to their postwar building programs. Approximately two thirds of those replying to the questionnaire are definitely considering one or more new buildings. Several school systems, such as the one in Houston, Tex., are planning extensive building programs.

Judging from the unusual number of requests for extra copies of the questionnaire which The NATION'S SCHOOLS used in making this study, superintendents are taking advantage of all ideas and suggestions which department heads, custodians, classroom teachers and even members of the community have to contribute.

Supt. Lester Ball of Highland Park, Ill., was motivated by the questionnaire to develop one of his own to be answered by every teacher in the system. Such planning is to be commended and will undoubtedly result in better and more efficient schools.

Next month the results of the survey as they pertain to the walls, floors, ceilings and wainscots for the various departments of the school will be discussed.

CONCRETE —

its uses and behavior

A REVOLUTION of tremendous proportions has changed many of our fundamental precepts of building. Whitewashes and veneers are eliminated. The strait jacket of precedent is being shed. It will take time to change ingrained customs but we are on our way.

In the realm of building materials, there still is a tendency to require veneered surfaces. We have been brought up under flat plastered ceilings and have taken it for granted that flat plaster is a highly desirable surface but is this so? In all natural things, irregularity rather than regularity is the rule.

"But," you will say, "surely we cannot accept the drab and ugly finish of a rough concrete slab for the ceilings of classrooms."

Not for the present, perhaps, but the time will come when, with some skill, we shall be able to produce a concrete surface just as it comes off the form, with interesting marks of live wood and pleasing evidences of hammer and saw.

One of the underlying reasons for

FRED N. SEVERUD

Consulting Engineer, New York City

recent developments in concrete design is that the former approximate design methods are being abandoned under the influence of analyses that give the designer a much more accurate picture of the real behavior of his material than he had before. He feels, if he has imagination enough, the pulling and pushing that the materials go through to bear up to loads they are asked to carry. By changing the proportions of the various framing members, he finds that even the stresses can be changed, since strong members will absorb a larger amount of the stresses than weak members. The strong members, therefore, "draw" the stresses toward them and thereby relieve the weaker members. These conceptions have opened up to the designer possibilities for great improvement in

many present day crude methods and make him a more skillful artist in playing on his instrument of materials.

Reinforced concrete is a heavy material for ceilings but it is possible to lighten it by using filler blocks of concrete. By arranging these in checkerboard fashion with concrete ribs between them, an interesting pattern can be achieved. The irregularities in the placing of the blocks and in the concrete ribs, resulting from imperfections of the form work, combine to make an interesting surface. By using pigments to color the blocks and the concrete ribs, attractive color schemes can be developed. The blocks, furthermore, will absorb about 20 per cent of classroom noises.

With regard to the construction of the classroom itself, forgetting about the straight lines that are necessary for practical purposes, what is the ideal configuration of concrete construction for classrooms?

The columns are logically placed in the outside wall and at the corri-



Fig. 1

Filler blocks of concrete separated by concrete ribs form an interesting checkerboard-patterned surface. Ceiling shown is in St. Gabriel's School, Astoria, N. Y. Henry J. McGill was the architect.

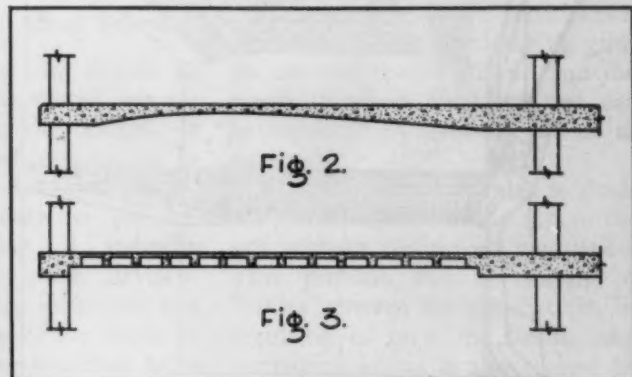


Fig. 2

It may be that children in schools of the future will sit at their teachers' feet under a curved ceiling. Today this type of construction is not yet practical.

Fig. 3

This construction is not far removed from the ideal.

dors. What is the simplest and most effective way of spanning the space between them? Figure 2 gives an approximate ideal outline. It may be that children of the future will sit at their teachers' feet under such a curved ceiling. At present, however, it is not practical.

Approaching the Ideal

Figure 3 shows a type of construction that is not too far removed from the ideal solution. It is economical and pleasing in effect.

A similar arrangement for the floor construction is shown in figure 4. Let us, for the moment, disregard the exterior wall details in this figure and concentrate on the floor system. At the roof level is shown a type of construction that follows closely the ideal concrete outline. The curvatures are formed by shiplap boards. A similar outline is shown for the first floor but here short runs of straight surfaces have been used.

At present, I do not advocate either the construction shown for the roof or that for the first floor. With the situation in building materials and labor what it is, these types of construction are not practical. I would, however, stimulate progressive thought and confidence in the belief that in the not too far distant future various construction difficulties will be overcome and the distribution of

materials will be made in more direct proportion to their functions.

The top of the concrete slab is usually screeded to a level but rough surface. Then the conduits are placed and finally a floor fill and floor finish of some kind are applied. Here again there is a great economic waste in both labor and materials. Obviously it is best to treat the top of the concrete slab in such manner that a satisfactory finish can be produced directly. In doing this, the whole construction is lightened by eliminating much unnecessary dead load.

Various experiments are now being made with a special aggregate that is applied before the concrete floor has hardened and that becomes a part of the structural slab. After the partitions are up and the building is enclosed, the floor slab will be ground by terrazzo machines and it is hoped that a finish will be produced which is not too different from terrazzo and will be of equal cleanliness and durability.

Other Floor Treatments

A satisfactory and economical floor finish can be produced by troweling the concrete floor slab as it is poured to a smooth finish and applying an asphalt tile. Another treatment is to apply a separate $\frac{3}{4}$ inch finish after the building is en-

closed and the partitions are up, coloring it with a metallic pigment. This produces a hard and durable floor and will, I believe, have a pleasing appearance and a good light-reflecting quality.

With all these methods of floor treatment it is necessary to have the electrical work finished before the concrete is poured.

Monolithic Construction Practical

My experience with close to \$65,000,000 worth of housing construction with monolithic floors has proved conclusively that fill and finish should quickly pass out of the building picture. In later years I have used monolithic construction for schools throughout, except for special areas, such as toilets and utility rooms, which require membrane waterproofing. In those areas and others where special finish is required, the structural floor slab is depressed to accommodate this special finish.

One objection to monolithic concrete floors is that sound transmission is too great so that noises from a classroom above are carried through the floor slab. Experiments have been made to measure the sound transmission in schools having the normal short span concrete slabs on structural steel framing and in others having floor fill and finish

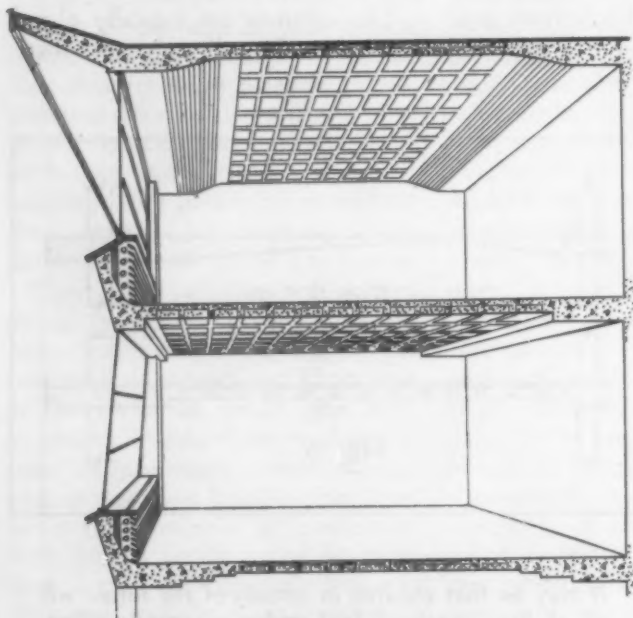


Fig. 4

The great overhang will afford protection for the lower wall. Furthermore, the spandrel walls have been slanted outward and the window sill is so arranged that any great driving rain will be shed.

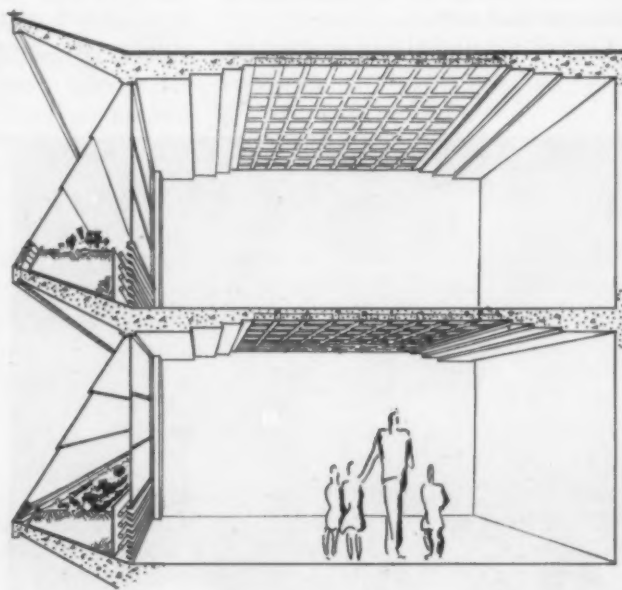


Fig. 5

The type of construction at the roof level follows very closely the ideal concrete outline. The curvatures are formed by the use of shiplap boards.

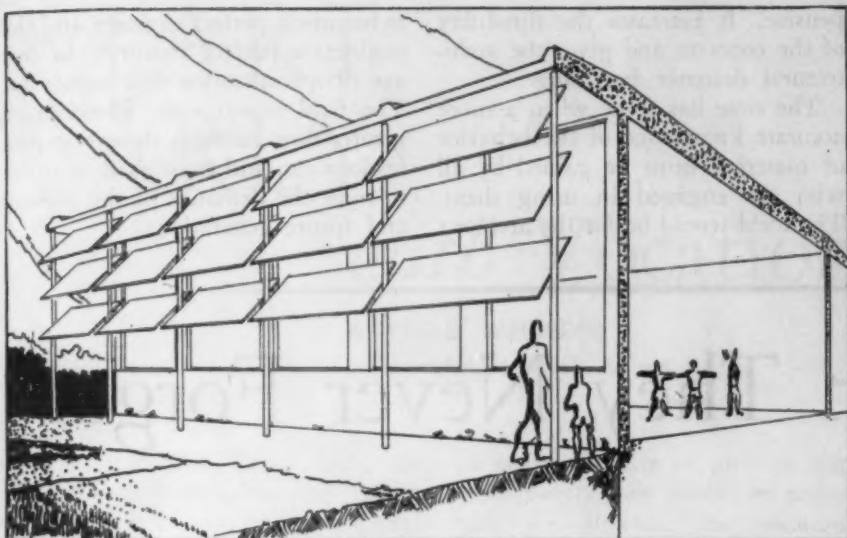


Fig. 6
The overhanging girders are here shown tied to the ground. The extent to which they are thus tied can be regulated by stressing the tie as required.

above. Similar experiments have been made with monolithic concrete floors using exposed filler blocks as shown in figure 1.

In the first case, the floor finish was wood; in the second, asphalt tile was applied directly on the concrete. It was found that although the sound created in the room floored with asphalt tile was somewhat greater than in the room with the wood floor, the sound transmission was the same. In neither case was the sound transmission objectionable. Even loud conversation could not be detected and the sound of running and walking on the floor was not enough to create a disturbance. When exposed filler blocks were used, the acoustic qualities of the room were far superior. I have investigated sound transmission in schools that have been constructed with monolithic floors and have received the uniform report that these schools are quiet.

Quality Will Be Improved

Why are so few concrete exterior walls used in metropolitan areas? Is it because of our desire for smooth surfaces? I believe not. It is because under rigorous climates exposed concrete has a tendency to deteriorate and deterioration is not pleasant to look at. The time will come, however, when the quality of concrete will be improved to such an extent that it will stand even the roughest climate.

Were it necessary for winning the war to create concrete without volume change as it sets up, this would have been accomplished within a matter of weeks. If this volume change in concrete could be eliminated, all shrinkage cracks would disappear. These cracks occur in the early stages of the setting of the material and are usually invisible. When temperature and other stresses attack the concrete, these incipient shrinkage cracks represent the weak links that give trouble later. This volume change in the form of shrinkage is, therefore, the greatest enemy of present day concrete construction.

Grinding Agencies Affect Behavior

One development that should be watched carefully is that of using a grinding agency in the cement. It has been found that by grinding in minute quantities of various chemical or organic substances the behavior of concrete is radically changed. Already some developments along this line have been put into effect and some of the country's finest runways have benefited from them.

Studies are also being made to improve the tensile quality of concrete and thereby make it more resistant to cracking. When all these investigations have been completed, exposed concrete will become a logical material for use all over the country. Even at present, exposed

concrete can be used with confidence, provided it is somewhat sheltered from the weather. Figures 4 and 5 show various means of protecting concrete against the attack of the weather to such an extent that the material does not deteriorate appreciably.

The great overhang shown in figure 4 affords protection for the lower wall. As an additional precaution the spandrel walls below have been slanted outward and the window sill has been so arranged that any great driving rain will be shed. The arrangements shown may be unusual but they are perfectly logical in rough climates.

Overhang Relieves Spans

Figure 5 goes a step further. The overhang at the window is desirable from a structural standpoint since the loading at this point will relieve the classroom spans. The concrete is, therefore, not wasted. By loading it up with earth, a place for a victory garden is provided.

The fundamental factor in this construction is that great spans must be negotiated without intermediate columns. Simply supported beams are uneconomical and it is, therefore, desirable to create a restraint at the end of the supporting members. This requirement leads to the question: "Why not extend the supporting members for a certain distance and carry them down to the ground to such an extent that a moment can be created in the overhang that will relieve the member in its span over the auditorium?"

In figure 6 is shown construction of this type. The overhanging girders are tied to the ground and the extent to which they are tied can be regulated by stressing the tie as required.

It is sometimes a problem to shade the gymnasium from the rays of the sun without cutting off ventilation. This problem can be solved by louvers between the ties that can be regulated to meet the needs. An interesting loggia is also created by this arrangement and an interesting architectural effect is achieved.

Another development of interest comes as a result of studies made by the Portland Cement Association. It has been found that a dependable method can be achieved of treating concrete surfaces with chips of various aggregates and either leaving

these surfaces as they come out of the form or grinding them to produce a texture somewhat similar to terrazzo and having an equal variety of textures and colors. Various patterns can be made by combining different kinds of aggregates and the whole process is surprisingly inex-

pensive. It increases the durability of the concrete and gives the architectural designer free range.

The time has come when a more accurate knowledge of the behavior of materials must be gained by all who are engaged in using them. The ideal would be for the architect

to become a perfect engineer and the engineer a perfect architect. In this age of specialization this cannot be. The field is too vast. However, a greater flow between these two professions can and must exist in order to meet the demands of the present and future generations.

The Speech They Never Forgot



The contractor made his point and it stuck.

THE curtain in the new auditorium was about to rise. Those who were to take part in the dedication program were seated on the stage behind the curtain.

The secretary of the board of education, who was to act as master of ceremonies, sat in the center of the stage and ranged to the right and left were the others of us.

There was the minister who offered the invocation, the superintendent of schools who had worked hard for a modern school plant (and lost his neck because of it), the eminent educator whom the state university had sent out to deliver the dedicatory address (and incidentally to talk up the university), the president of the board of education, the members of the board, the architect and the building contractor.

Most of us had some part in the program but, as I see it, we were not really needed.

Few in that audience or on the stage remembered afterward what the secretary said or what the minister, the superintendent, the president of the board, the doctor of education or the architect said.

Every single soul who was present that night, however, remembers what the builder said.

The builder had come to America as a young immigrant and by dint of hard work and perseverance had become a capable and successful contractor.

When introduced to the audience the short, stocky builder, somewhat past middle age, walked to the edge of the stage, leaned over the footlights and pointed his stubby fore-

finger at the youngsters occupying the several rows of seats nearest the stage.

Then: "You kids!" he burst out. "You t'ink dat your parents haff had me un my men build dis fine new schoolhouse for you. . . . You are wrong. . . . You had us build it.

"Your parents *yoost voted a debt on you*; dey did not supply de money to pay me un my men to buy de brick un cement un lumber un ev'ry-ting else. . . . Dey *borrowed* de money.

"Your parents borrowed de money but *you* got to pay it back! De last bond dat your parents voted to issue for security for de loan of de cash to build with *vill not be paid off until twenty years from now*.

"You kids will be grown up long before dat time un *you* will be paying de taxes vitch supply de money dot pays off de bonds. Not only haff you kids got to pay for dis new schoolhouse but you also vill have to pay for keeping it up for all de years vile you are paying for it.

"Now, wouldn't it be foolish for you to scratch de voodwork or to break out vindow lights or to cut de desks vit your knife? Vot shmart kidt vould destroy his own property?

"Votever damage you do to dis building now, vile you are kids, you vill have to pay for yoost a short time later.

"I vant you to remember dat."

They have remembered, those "kids."

Year after year, following its opening, that building has remained in remarkably good physical condition. The builder made his point with the "kids" that day of the school's dedication . . . what he said stuck!

START EARLY

with Vocational Guidance

ARVILLE WHEELER

Superintendent of Schools, Ashland, Ky.

GUIDANCE is a link, the swivel link, in the endless chain of events that a pupil experiences in the process of acquiring an education. It determines the direction his education is to take. Without guidance there can be no direction and education without direction ends in disappointment.

Guidance is important on all levels of education. Even in the elementary school, where education can have but one purpose, namely, the mastery of the tool and skill subjects, its importance is not to be minimized. In the secondary school, where the choice of occupations and professions is made or should be made, guidance, particularly the vocational phase of it, becomes one of the chief functions of the school.

Present Conditions Call for Vocational Guidance. Conditions brought about by the present war have done much to focus attention upon the need for more and better vocational guidance in the secondary school. The shortage of manpower and womanpower in certain professions essential to the war effort—medicine, dentistry, engineering, veterinary medicine, chemistry—and in practically every vocation is indicative of but one thing: high school graduates should be prepared to enter at once upon the study of their chosen professions or to find employment in the occupations of their choice without loss of time. Such preparation makes vocational guidance imperative.

Who Is to Direct Vocational Guidance? Some administrators contend that vocational guidance should be done under the direction of specialists in this field; others contend that the high school principal, the dean

of boys, the dean of girls or some other functionary should be responsible for directing the vocational guidance program. There are schools, no doubt, in which each plan is working and will continue to work satisfactorily. It is my opinion, however, that in most secondary schools, regardless of size, vocational guidance can best be done by the classroom teacher.

Arguments in favor of the classroom teacher as a director of vocational guidance are briefly these: (1) the classroom teacher comes into more intimate contact with the pupils than does any other member of the school staff; (2) the classroom teacher, with a minimum of three semester hours of graduate work in guidance, may become a specialist in occupational or professional guidance in her own teaching field or in fields related to it without being a specialist in vocational guidance; (3) if classroom teachers become vocational guidance officers, vocational guidance, because of the small number of pupils for whom each teacher is responsible, becomes a personal matter between the teacher and the pupil and is approached from a personal point of view rather than in a cold professional manner, and (4) vocational guidance is teaching, and the classroom teacher is a specialist in this field.

I believe that English teachers make the best guidance officers for pupils who are interested in literary or journalistic careers; music teachers are best able to guide pupils who expect to study music; science teachers are most capable of guiding pupils who desire to study medicine, chemistry, dentistry or physics; mathematics teachers are more capable than anyone else on the secondary school staff of advis-

ing pupils who expect to study engineering; teachers of commercial subjects should guide pupils who expect to enter the commercial fields; trade and industrial arts teachers should become guidance officers for pupils who expect to study home economics, nutrition, dietetics or nursing; political science teachers should become guidance officers for pupils who expect to enter the legal professions or the field of politics.

For every occupation or profession a pupil may choose to enter, there will be a teacher who, because of her interest in that occupation or profession or because her preparation for it is related to the field in which she is teaching, is competent to serve as a guidance officer.

Vocational Guidance in Grades VII and VIII. Vocational guidance in grades VII and VIII—the first and second years of the secondary school—should consist of learning about vocations and professions. Pupils should explore, try out and gather information in many fields. Courses in occupations and professions, junior business training, industrial arts, home economics, general language and general science should be offered for the sole purpose of helping pupils to decide what they want to do in life. Vocational guidance in these grades is a matter of giving occupational and professional information to pupils in order to help them decide upon the occupation or profession they are best fitted to follow because of intellect, aptitude and interest.

Vocational Guidance in the Upper Four Years. By the time a pupil reaches the ninth grade, if the teaching of vocational guidance subjects in grades VII and VIII has been

effective, he will have a fairly definite idea of the occupation or profession he will pursue. A study in the secondary schools of Ashland, Ky., over a period of two and one half years, showed that ninth grade pupils did not change their minds as to the occupation or profession they would follow any more frequently than did pupils in grades X, XI and XII.

All pupils should be required at this time to indicate the occupation or profession of their choice. They should be classified, according to the occupations or professions chosen, into groups of not more than 30 or 40 pupils each and assigned a guidance director. Pupils should be permitted and encouraged to transfer from one group to another if and when they decide to change from one occupation or profession to another.

Credit Should Be Given

A course in occupational and professional guidance dealing almost entirely with the occupation or profession chosen should be provided for each group of pupils. At least one period each week for four years should be devoted to this work and one fourth credit per year should be given for the course. It should be a part of the curriculum, not extra-curricular, and every pupil should be required to take it.

The method of handling the course in occupational and professional guidance will not be the same as that used by the teacher in the teaching of her regular classes. Probably the group as a whole will not meet more than once every month or every six weeks, when it will convene for the purpose of discussing problems that concern the whole group, to hear reports of individuals who have studied problems in which all pupils are interested or to work on projects in which all pupils take part.

Each pupil will work on his individual problems. The teacher will be his guide and counselor; together they will find the answers, anticipate the difficulties and plan a successful career. In this manner vocational guidance can be made effective and pupils will be graduated from high school ready either to pursue the occupations of their choice or to enter upon the study of the professions they have chosen.

Wider Field of Reading Aids Comprehension

BERNADETTE R. PERRY

Elementary Teacher, Wyandotte, Mich.

A RECENT investigation was made by means of informal tests to discover the effects of a variety of subject matter on the comprehension of the whole thought.*

In the fall the pupils entering the second half of the third grade were divided into three sections. The separations were based upon the results of the semiannual standard reading tests and the information given by a former teacher.

The A. I. Gates test was used as a model for the informal tests. The subject matter was selected from books dealing with health, science, history, literature and geography. A part of the lesson was copied in the form of a descriptive paragraph which was followed by informal questions. The answers to the questions were indicative of the pupil's ability to grasp the general idea.

The science scores suggest that only vague and indefinite impressions were obtained. In this field many of the ideas are new and the procedures different from those to which the children are accustomed. The health stories were mastered with sufficient ease to imply that the children possessed a considerable knowledge of this subject. In this field the scores were high. The test results for the other three subjects, which required the application of familiar reading technics to new material, showed only slight variations in the scores.

The investigation also showed these trends. With other things equal, the ability of the child to grasp the whole thought was affected by the order of reading two books that treat of the same subject. The scores were higher for the second book read. This seems to imply that the more familiar the subject matter the easier it is for the reader to determine the total meaning.

*Copies of this research are available on request.

When the quality of the content was the same in two books on a given subject but the print in one was smaller than in the other, the pupils with a foreign background tended to have a lower score for the book with the smaller print.

In the slow group the child's ability to comprehend what was read in a particular subject was affected by the content. When part of the material for history and literature was obtained from the basic readers the tests yielded higher scores.

Voluntary remarks were made by some of the children. In literature these spontaneous responses showed that only a small percentage of the slow group enjoyed the books about other countries. Some preferred "Indian stories with large print because they could read them faster." This desire to read with fluency and ease seems to be at the base of the popularity of the series books. Members of the average group favored myths, fanciful tales and folk lore. One child from the slow group lost interest in these tales because he had "heard them before."

The study was informal, yet from it certain conclusions can be drawn. By the third grade the reading problems which children meet seem to be the problems of the average adult. In a reading program which includes a variety of subject matter, the child quickly determines the total meaning if the idea and content are familiar but, if these are new or if the material requires unusual reading procedures, the child is unable to grasp the general trend with the first reading.

When the subject matter is wholly new, the child must analyze it more carefully. This slows the rate of reading and often makes a second reading necessary. This rereading is an aid to comprehension only when the procedures for the extensive reading program are the same as those used in the basic reading program.

We Must Keep Our Colleges Going

Congress has recognized the emergency. Educators can help

HARRY N. ROSENFELD

Assistant to the Administrator
Federal Security Agency

THE Congress of the United States has authorized a survey of the effects of the war upon American colleges and universities and has directed the formulation for congressional consideration of legislation for the purpose of alleviating such effects.

Acting with a degree of speed which betokened appreciation of the seriousness of the plight of many institutions of higher education, the House of Representatives approved a resolution introduced by Congressman John W. McCormack of Massachusetts which covers the following points:

Resolved, That the Committee on Education is authorized and directed

"(a) To make a study of the effect upon colleges and universities throughout the United States of (1) reduction in enrollment and in faculties as a result of service by students and faculty members in the armed forces of the United States or in other war activities and (2) recent curtailment and prospective further curtailment of Army and Navy training programs in such colleges and universities, with a view to determining means by which such effects may be alleviated.

"(b) To formulate, as soon as practicable, for consideration by the House, such legislation as the committee deems appropriate for the purpose of alleviating such effects.

"SEC. 2. For the purposes of this resolution, the committee (a) may employ and fix the compensation of such experts and such clerical, stenographic and other assistance as it finds necessary; (b) may, with the consent of the head of any department or agency of the United States, utilize the services, facilities

and personnel of such department or agency, and (c) may request such information and assistance as it deems desirable from individuals, organizations and agencies, both within and outside of government."

Congressman McCormack called the attention of Congress on June 1 to the seriousness of the situation confronting colleges and universities, particularly in the light of retrenchments in the A.S.T.P. and other service training programs which have brought colleges face to face with "the necessity, in most cases, of closing their doors."

The congressman called upon his colleagues to consider "what we may do to enable these colleges to continue so that their faculty members would be retained and so that the full capacity of these institutions would be available to carry on after the war is over." He stated that his purpose in introducing the resolution was "to enable the educators of the country to present their views." He stated his conviction that "in an emergency like this . . . the government is justified in going to every extent reasonably possible to keep these institutions in existence . . ."

On June 21 the House adopted the resolution unanimously after comments by Congressman Earl C. Michener of Michigan to the following effect:

"The rules committee had assurance that there was no thought of starting upon a crusade, the purpose of which might be to broaden federal control and take away from the local communities and the state the privileges they now have concerning the local regulation of educational matters."

One day after passage of the reso-

lution authorizing and directing the survey, the House of Representatives adopted another resolution making available to its education committee for such survey the sum of \$10,000 for the employment of a staff.

Thus we see congressional recognition of the desperate plight of American colleges as a result of the war. Furthermore, the House of Representatives by its action indicated its realization that the situation clearly calls for careful study and consideration of the wisest policy for keeping our colleges going for the duration and for maintaining the reservoir of educated citizens whose contributions to our future national welfare are vital insofar, of course, as such a program is consistent with the needs of the war.

As the introducer of the resolution so aptly noted, the nation is confronted with an emergency requiring the saving of our colleges from extinction. Some 1700 institutions of higher education, both public and private, with staffs comprising about 130,000 men and women and an investment of \$2,500,000,000, are involved. What happens to these colleges and universities is a matter of paramount concern to the American people who have assigned to these institutions an important rôle during the war as well as in the postwar world.

The educators of the nation now are afforded an official opportunity to express their views on this crucial question and to assist the education committee of the House of Representatives to conform to its mandate of formulating legislation for the consideration of the House of Representatives so that the situation can be met.

Control That Budget

This graph enables administrator to tell at a glance the status of each budget appropriation

WILLIAM D. ASFAHL

Principal of the University Park School and
Professor of Education, University of Denver
Formerly, Superintendent of Schools, Delta, Colo.

EFFICIENCY in school administration can be obtained by the use of suitable devices providing a ready reference to the essential facts upon which intelligent executive decisions are made.

The school budget represents the educational finance plan for the community. It may be poorly planned in terms of the educational needs of the community it serves or it may be carefully planned but poorly executed. Certainly, the functions of education are of sufficient importance to warrant the best in financial planning and the utmost care in execution. It may be that a lack of efficiency in these important matters is partially the cause of opposition to support which often exists in a community but there is not space to discuss that problem here.

The superintendent and the business manager of the schools need to know at a glance the status of each budget appropriation at any moment. Any device which makes this possible enables the administrator to live within his budget and to avoid embarrassing situations which arise when fixed costs cannot be met because funds have been exhausted through expenditure for items considered desirable at the moment but not included in the budget plan.

A graphic method of budget control has been used at Delta, Colo., for several years, which has been highly satisfactory to all concerned. The plan is simple and can be adapted to a school system of any size as well as to any type of school budget.

The budget chart consists of a white sheet of graph paper super-

imposed on a black sheet of paper.

The graph bars are made on the white sheet by tearing off narrow strips of white paper on the face of the chart leaving the black bars ex-

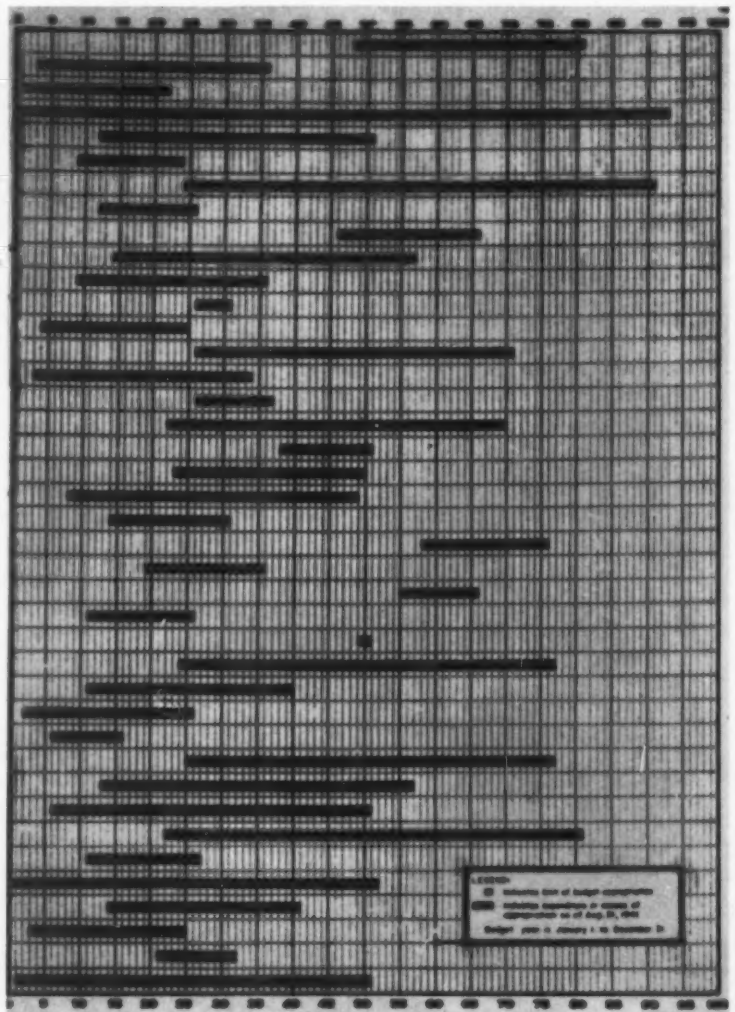
posed. The white paper is perforated so as to facilitate tearing.

There are eight major divisions of the budget—general control, instructional service, operation of plant,

Public Schools, Delta, Colo.

Budget Appropriations and Expenditures

2.1 School Elections \$1
2.2 B of E Supplies \$1
2.4 Canteen & Post Lib \$3
2.6 Other Exp Bus Control \$1
2.7 Supr's Off Salaries \$100
2.8 Supr's Off Supplies \$1
2.9 Supr's Off Other \$1
2.10 Compulsory Education \$1
2.12 Telephone & Telegraph \$1
TOTAL—GENERAL CONTROL \$100
3.1 Superintendent's Salaries \$50
3.2 Supr's Office Expenses \$1
3.3 Prin. Off Salaries \$100
3.4 Prin. Off Clerk \$10
3.5 Prin. Off Supplies \$5
3.7 Teachers \$5
3.8 Teachers Salaries \$1000
3.10 Textbooks \$10
3.11 Other Supplies Inst \$10
3.12 Commencement & Exhib \$5
3.13 Industrial Art \$5
3.13 Instrumental Music \$1
3.13 Home-making \$5
3.13 Vocal Music \$1
3.13 Voc. Agriculture \$1
3.14 Other Exp of Inst \$1
TOTAL—INSTR. SERVICE \$1700
4.1 Janitors Salaries \$100
4.2 Fuel \$50
4.3 Water \$100
4.4 Light & Power \$10
4.5 Janitors Supplies \$10
4.6 Care of Grounds \$1
TOTAL—OPER. OF PLANT \$100
5.1 Upkeep of Grounds \$5
5.2 Repair of Buildings \$10
5.3 R.R. Heat Light \$10
5.4 R.R. Inst. Appara. \$5
5.5 Furniture \$5
5.6 Other Equipment \$1



maintenance of plant, fixed charges, debt service, capital outlay, auxiliary agencies. Each major division has several subdivisions, with each bearing a key number. For example, general control, the first major division of the budget, has the key number 2 and includes nine items as shown on the chart: 2-1 school elections; 2-3 board of education—supplies; 2-12 telephone and telegraph and so on. The numbers 1, 3, 4 and so on are line numbers which correspond to lines in the voucher register of the financial records.

Red Pins Indicate Budget Limits

The budget chart is displayed on a composition bulletin board in the superintendent's office. The limits of the budget appropriation for each item are indicated on the chart by red topped pins placed at the proper numerical point. For example, item "2-1 school elections" shows an appropriation of \$80 since the pin has been placed at vertical line number 80. Each vertical line represents \$1

in this case. The opposite end of the bar shows \$48 left in this appropriation and by subtracting this amount from \$80, or by counting the lines included in the black bar, we know that \$32 has been spent as of Aug. 31, 1941, the date when the chart was photographed.

Each Vertical Line Has a Value

The \$1, \$10, \$5000 figures found just beneath each budget item title indicate the value assigned each vertical line. Obviously, each line cannot have the same value on such a small chart. However, there is no inconvenience in the system since one needs only to glance at the column of budget items to the left to determine the value of each vertical line.

It is not always possible to anticipate budget needs accurately. Furthermore, an emergency demand may arise for which no provision has been made. In such instances it is necessary to borrow from other budget items or from the contingency (emergency) fund. In any

case the additional expenditure is shown by a red bar on the chart which is an extension of the black one beyond the original red pin. There are several such red bars on the accompanying chart, but they do not show up in the black and white reproduction.

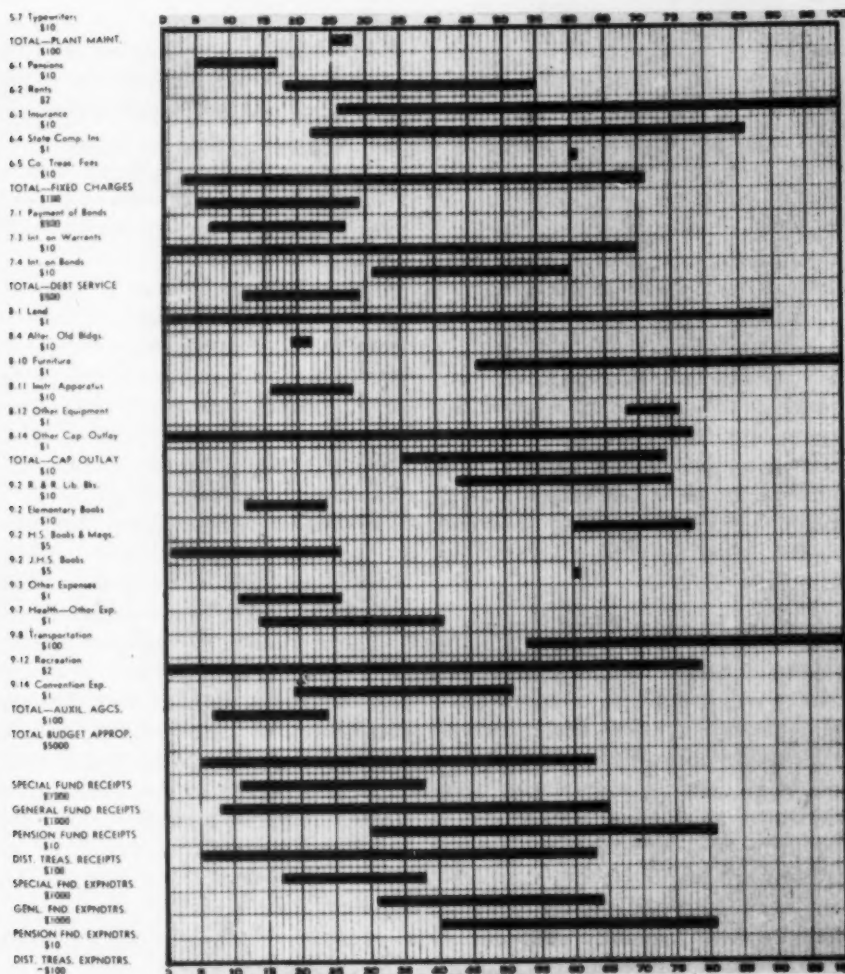
The executive officer of the school usually has authority to approve expenditures in excess of an individual item but not in excess of one of the eight major divisions of the budget. Board approval is necessary for transfers between the major divisions. However, not even the board may legally exceed the total budget appropriation. The chart shows, for example, that on Aug. 31, 1941, there was an unexpended balance in the total budget of \$35,000. Upon spending this balance, no more may be spent. This item never has a red bar.

The last eight items on the chart show the receipts and expenditures by funds. These funds are the sources of income against which warrants or checks are written. The red pin is placed at the point representing the anticipated income plus the balance in the fund January 1, the beginning of the budget year. This portion of the chart is highly significant as it shows the relation of the amounts received or expended to the total anticipated for the year. It also shows the relation between expenditures and receipts in a particular fund.

Chart Brought Up to Date Monthly

Once each month, when the bookkeeper closes her books, the chart is brought up to date by tearing off the strips of paper leaving the black bars showing the total spent to that date. Only a few minutes are required. Hours of time are saved for the administrator in obtaining the financial data he needs. With this ready reference before him the school executive can quickly handle requests of principals, teachers or patrons and they will readily understand the relation of their requests to the entire budget plan.

This chart presents the information in a manner easily understood and visualized by the principal, teacher, board member, patron or even school pupil, each of whom possesses a definite relationship to and interest in the school budget. It is an excellent example of the truth of the old Chinese proverb, "One picture is worth a thousand words."



Educators Have a Mighty Task

EDUCATION today is faced with the need for reestablishing faith in democracy and for developing a war-minded people to maintain its principles. It is concerned with obtaining a just peace for all the peoples of the world and is challenged by the problems that will arise at the close of the war.

To reestablish faith in democracy, we educators must teach our young people the principles of sacrifice, tolerance and justice. We must teach them not to hold resentment toward, or be intolerant of, those who have been the victims of circumstances and are the puppets of their leaders. We must impress upon them the fact that, when they take their places in society as leaders and citizens of the new world, their purpose must be to see that the ills which caused the present war are banished forever.

We Must Develop Keen Minds

We must continue to be ever alert to the real purpose of education, namely, the development of keen minds in those who come into our classrooms. In our boys and girls we must develop the qualities of leadership that are so essential to the preservation of a democratic society.

With regard to the peace that is to follow the war, no matter what kind of peace is obtained, the educators of the world, not just those of the United States, must play an important part in seeing that it is a just peace and that it is maintained as such. Educators of the future must teach the interdependence of all peoples of the world rather than the isolationism of any of them.

If we are able to create a desire for peace and for world cooperation in the interests of the common good rather than establish the self-sufficiency of any one people or nation, we shall have accepted one of the greatest challenges to our profession. As educators, we must not accept the principle that education will follow the lead of society; rather must we

*Now serving in the U. S. Army.

in preparing our youths for citizenship in postwar world

LEALAND D. STIER

Principal, Elementary School, Cayucos, Calif.*

begin to foresee and plan for the future needs of society, political and economic. These needs must be envisioned and become clear-cut issues so that, when the proper time arrives, our educational leaders will be ready to assume whatever burden is put upon them. We cannot wait until tomorrow to begin our study of future needs, however.

Following the ultimate victory of the United Nations and the obtaining of a new world peace, people everywhere are expected to experience a greater sense of freedom than they have ever known. They will also find themselves in the midst of a new scientific age. These two facts together are an assurance of great changes in the educational world.

Our teaching technics will undoubtedly be more progressive than we can imagine, perhaps more progressive than those advocated by many educators of today. New scientific inventions at our disposal will outmode much of our present equipment. These new inventions should be available to even the smallest schools.

Greater Freedom Brings Dangers

Our greater freedom and newer science will bring with them the danger that society may become complacent and destroy itself through the loss of values that have always been vital to our American way of life.

During the depression years educators were worried about the problem of unemployment, the gradual breaking away from the traditions of the American home, the loss of spirit-

ual values and the decline of respect for authority. These are still vital problems that will be facing us after the war and in the new age which is to follow. Educators must be aware of these problems and must begin to plan on how to solve them.

Problems of Leisure

In the era that is to come, the problems of production will change; the problem of employment will be greater than ever before. The many new scientific developments which will be time-saving in nature will bring with them a greater leisure than we have ever known or experienced and too much leisure will create other problems.

Democracy is a form of government that allows for continuous growth and change, based on a recognition of the problems and needs of the people. It is the people's representatives who have the task of solving those problems so that all will have equal opportunities.

Education will be faced with the problem of reestablishing the values of life necessary to the preservation of a free society. The first great need is for a return to spiritual values. The second is a greater love for home and family life without which society loses one of the greatest single sources of contentment and happiness. The third is the need for a greater respect for authority and the last, the need for a higher development of the democratic way of life, politically and socially.

It is the educators' duty to accept this challenge.

Britain Teaches *by* Radio

R. M. ARMFELT

Assistant Controller, Home Division,
British Broadcasting Corporation and
member of the Central Council for
School Broadcasting

SCHOOL broadcasting began in Britain in 1923 with a few experimental programs transmitted by the British Broadcasting Corporation operating as a public utility service. Today there is an organized service of 39 transmissions a week.

The first transmissions were heard by only a handful of schools; now there are about 12,000 schools registered as listening schools, that is to say, about 40 per cent of the schools for which the broadcasts are intended. There is a school broadcasting department consisting of a director and about 25 assistants, as well as a professionally qualified staff of 13 with 25 other assistants whose work is directed by an independent group known as the Central Council for School Broadcasting.

Teachers' Interest Sought

From the outset the B.B.C. sought to associate school broadcasting with the public system of education. This policy was adopted for many reasons. Had teachers chosen not to listen they were under no obligation to do so and had schools not listened the local education authorities would have had no cause to provide receiving sets. It was necessary, therefore, to gain the teachers' confidence and the best way was to give them a share in controlling the new medium.

Consequently, from the start the B.B.C. set up a body representative of local education authorities and teachers to advise it. Later, in 1929, as a result of an investigation into the value of school broadcasting, it was decided to establish the Central Council for School Broadcasting. Major representation on this body was given to teachers, though the board of education and local education authorities were also represented.

Referring to this body the B.B.C.



B.B.C., Broadcasting House

The Radio Doctor in a health talk tells pupils where to look for the uvula, "the small wiggly thing" at the back of their throats.



B.B.C., Broadcasting House

Pupils learn how the five-toed prehistoric animal by walking on its toes began to develop into a one-toed animal like the horse.

said: "From the first it has been the desire of the corporation completely to devolve upon a properly constituted body the responsibility for defining the nature and scope of the contribution of broadcasting to the schools," and "for this reason the powers and responsibilities of the council as defined in the terms of reference extend beyond those of a purely advisory body and are subject only to certain overriding considerations in respect of B.B.C. policy, finance and program presentation."

Broadly speaking, the central council takes full responsibility for the

listening end, including liaison with the educational world, and formulates the general educational policy as it affects school broadcasting and the aims and scope of the particular series which the council asks the B.B.C. to provide. The B.B.C. plans and provides programs in accordance with this general educational policy.

In order to emphasize the part played in school broadcasting by the representatives of the public education service, the B.B.C. in 1935 decided to grant the council the right to direct its own staff. This staff consists of a secretary, a senior edu-

cation assistant and a number of education officers stationed in the various B.B.C. regions of the country.

An important part of the council's responsibilities for the listening end is the collection and assessment of evidence on the effectiveness of school broadcasts. The evidence falls into two main categories: (1) the reports of education officers themselves and (2) weekly reports and terminal letters from panels of teachers. This evidence is supplemented by visits to schools, unsolicited letters, occasional reports from the board of education and special inquiries.

The evidence provides a basis for criticism of programs already broadcast and for constructive suggestions arising from them. It is also studied by the school broadcasting department for guidance in day to day modifications of current series.

Service Has Wide Scope

As an indication of the scope of this service, some statistics recently collected by an inspector of the board of education are illuminating. He reported that in November 1942, which he took as a typical month, education officers visited 211 schools and wrote 81 full reports on the reception of particular programs. At that time there were 408 teachers who made regular weekly reports on school programs they were taking in their schools. About 150 of these schools were accustomed to send in their considered views of the different series at the end of each term.

All the evidence collected in this way is assessed and summarized by the senior education assistant who presents it to the responsible program subcommittee of the council. Each of the subcommittees, composed of specialists and teachers actually taking the broadcasts in the schools, is thus made aware of how the schools have liked the past programs and what kind of changes they would welcome in the future.

The school broadcasting department puts out 39 broadcasts a week. The first in the day is a news commentary from 10.05 to 10.10 a.m. The rest are arranged between 11 a.m. and 12 noon and between 1.40 and 3 p.m. Different broadcasts are aimed at different age groups. For instance, two series are intended particularly for children between 5 and 7 years of age; seven series for juniors and 11 series for seniors, chil-

dren of 11 and over, and there are a number of series that might be listened to by children of various ages. There is one series for boys and girls between 16 and 18.

The subjects include history, English, science, music, geography, French and nature study. Other series cannot be tabulated under subject headings, such as current affairs and "How Things Began."

The aim has always been to supplement the resources at the disposal of the teacher. Whether this is educationally right or wrong, it has been a natural consequence of relying largely upon the opinion of teachers to guide school broadcasting.

The method must obviously vary from series to series. The best results are often obtained by the use of a team which includes an expert, a script writer, a dramatic producer and a program assistant, who organizes the team. Thus the expert ensures that the scholarship of the broadcast is sound; a script writer is necessary to translate the knowledge of the expert into good broadcasting material, and a dramatic producer is required to take charge of production.

The program assistant in charge of the team receives weekly reports from a panel of listening schools and is advised at different stages by a program subcommittee of the Central Council for School Broadcasting composed largely of teachers, by teachers seconded to the school broadcasting department and by education officers.

A Series on Evolution

An example is a series dealing with evolution under the title "How Things Began." The problem was to provide a series pleasing to children between the ages of 10 and 14 and educationally effective. Inquiries showed that most 14 year olds had seen fossils and had some biological knowledge of plant and animal life, whereas 10 year olds had not. The device was therefore adopted of presenting a character called "Uncle Jim" and a niece and nephew aged 14 and 10.

The children put questions to their uncle, such as 14 and 10 year old listeners would probably want answered. A game element was introduced by Uncle Jim pretending to be a B.B.C. observer in the past. He was fitted out with a lame leg in-

jured in an aircraft crash in order that the children should have to follow up what he told them themselves. It is known that many children who listened to the broadcasts afterward began collecting specimens, looking up information in books and visiting museums.

For the purpose of this series, the department used one of the greatest living authorities on the subject (a fellow of the Royal Society), a script writer and a dramatic producer, the team being organized by a program assistant.

Variety of Technics Used

A great variety of technics is used. The straight talk, which was the most general form of school broadcast in the early days, is seldom employed now. Its most frequent use is for the morning five minute schools news commentary. Straight talk is more often interspersed with dramatic interludes. For instance, there may be a straightforward account of the life of Leonardo da Vinci, broken up by dramatizations of significant incidents which reveal his character.

Sometimes the narrative is no more than a connecting link between dramatized scenes. This method is often applied to the reconstruction of history. Use is made of the device of imaginary interviews. Thus a B.B.C. observer may be presented as holding a conversation with Christopher Wren. Sometimes recordings are made at a factory or a farm so that the children's imaginations may be stirred by hearing the actual noises accompanying an industrial process.

The history of school broadcasting in Britain is one of constant progress which has not flagged as a result of the war. For instance, in prewar days the B.B.C. printed and distributed pamphlets to teachers and children in connection with the various school series. This enabled a broadcaster to refer the children to visual illustrations which he knew they would have in front of them. When war broke out, it was necessary to do without pamphlets and the school broadcasting department had to devise new methods to compensate for the lack of visual aids. This resulted in new broadcasting technics and, though it may be possible to return to the use of pamphlets after the war, the present difficulties have taught the department a great deal of value about school broadcasting.



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THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

AFTERNOON SNACKS

for war workers' children

ELSIE MAXWELL

Director, Child Feeding
Public Schools, Vanport City, Ore.

DO YOU remember that aching void, that gnawing in your midriff, that vast emptiness commonly known as hunger that was always with you as you hurried home from school? Do you recall how eagerly you contemplated the contents of the cooky jar or speculated on what you'd find cooking?

And perhaps you can still feel the eagerness with which you rushed in the back door, feet unwiped, calling loudly, "Mom, I'm hungry." She no doubt tried to persuade you to eat only an apple or have a glass of milk so you would not spoil your supper.

Or perhaps you belong to a more recent decade when nickels and dimes jingled in your pockets. Then you remember the after-school rush to the near-by candy, popcorn, peanut or pop stand, which also sold tempting looking pies or dry pink-iced cakes. Or maybe you preferred the hamburg and chilli stands, locally known as "The Greasy Spoon." Perhaps you sought the dark, bemirrored

soda fountain of a corner drugstore. Regardless of the rendezvous, the appeasing of hunger after school hours is an American tradition.

Schools have sometimes been lag-gard in recognizing the vital needs of children. The school lunch has only recently risen to a place of importance in the school program, although malnutrition has stalked grimly among the pupils for several decades. Aside from the school lunch, eating in school at any grade level is generally discouraged. Being caught eating an apple during school hours is an offense comparable to shooting a paperwad or writing a love note. All are punishable by reprimands, ostracism or a red mark in deportment.

The schools in Vanport City, Ore., are different, however. This new

city, recently arisen from a mosquito swamp, has developed a child-feeding program to care for the between-meal needs of the children. It does not claim unique distinction for its hot lunches, although they are excellent. It isn't alone in serving breakfasts or midmorning lunches to children or in giving supper to children of swing shift parents but it does lay claim to distinction in its afternoon snack period.

For Those on Afternoon Shift

The need of such an innovation was not merely to appease the ever ready appetite of school children. Our schools, too few for our numerous population, run on a shift basis. Most homes are operated on unusual schedules, too, so that children who enter on the afternoon shift may not have had a substantial meal before coming to school.

Since work is plentiful and wages good, most children have money to spend. In fact, many parents expect their children to take care of a major part of their food needs from this supply of cash. There's where our snack carts come in. The children have both need of and money for food. If they can't buy good food at school, they congregate in near-by stores and buy anything that strikes their fancy.

In the afternoon shortly after 2:30, snack carts attractively stocked with nutritious foods leave the kitchens with regular staff workers in attendance. They follow a schedule of calling at classrooms at a specified time. Children are allowed freedom to choose whatever they like for snacks. They are guided in making selections and checked when they show a tendency to "blow in" too much money. All snack cart items cost 5 cents. As a rule most children spend 5 or 10 cents. A few bring an



Faces light up when the snack cart comes by.

apple or orange from home and join in the social recess.

As soon as the midday lunch hour is over, the cafeteria workers begin preparation of snack cart offerings. Often as many as 150 loaves of bread are made into sandwiches. Egg salad, ham salad, cheese, olive and nut, lettuce, cucumber or watercress with savory butter, peanut butter with sliced apple, raisin and grated carrot, fresh tomato, tuna, salmon, tongue, liver loaf, baked beans or baked hash are used as fillers. Assorted breads are used, the slices being spread to the edge with a combination of butter and margarine and with the filling which is never skimmed. Each sandwich is individually wrapped and placed on a tray labeled as to filling.

In addition to sandwiches, fruits in season, which can be eaten from the hand, provide a festive coloring to the snack cart offerings. Apples, peaches, plums, pears, prunes, apricots, grapes of all kinds, figs, pomegranates, bananas, fresh tomatoes, oranges and tangerines are all popular. They are so popular, in fact, that although fruits in this area are abundant, we have difficulty in keeping a large enough stock in supply.

Teachers Approve Heartily

Dried figs, dates, raisins and nuts are also favorites. Occasionally the kitchen staff finds time to add home-made Banbury tarts or filled cookies to the snack cart offerings but not often. Our own quota of ice cream enables us to serve a nutritious ice cream bar. Milk is a daily snack cart item and in the summer iced fruit juices and iced mixed punch are in demand.

At first, many of the teachers were skeptical of the afternoon snack. It had objectional features which had to be regulated. For example, some children bought too much and dawdled in eating which delayed them in getting back to work and others were messy. However, these proved to be controllable factors.

It is interesting to know that our afternoon snacks make a profit. Often foods left from the noon lunch can be used on the snack wagon; since the regular kitchen staff prepares it, no extra labor costs are involved. While the margin of profit on each item is low, the mass sales create a surplus sufficient to help our school lunch program along.

There is no doubt but that such a practice as ours in many localities would be likely to create much opposition among small enterprises near the schools which suck in the small coins of school children as a means of livelihood for their owners. While some of these shops and counters may be carefully run, they are on the

whole more of a menace than an asset as a social factor. It is not improbable that a school snack could be a stimulating factor in cleaning up parasite lunch stands and in pointing out to the operators of private enterprises how the needs of school children could be properly and healthfully served.

A Guide to Good Eating

LYDIA M. STEELE

Lunchroom Manager, Taylor Allderdice High School, Pittsburgh

BEFORE the war made us all food conscious and nutrition wise, the high school pupils of Pittsburgh were being guided in their eating habits at lunch time.

In the 22 high schools sample lunches were set up each day to show pupils what foods to select for a balanced lunch. To begin the campaign, colorful food charts posted in prominent places told what the food elements are and how to select foods from each group. Homeroom teachers gave out interesting pamphlets on nutrition. The Dairy Council in the Pittsburgh district furnished a great deal of printed material.

After the groundwork was laid, guidance began in the form of two sample lunches; these the lunchroom managers displayed in an attractive white glass-enclosed case, set in a place where each pupil entering the cafeteria could see it.

The managers displayed two trays each day for four days and on the fifth day, with the help of the Dairy Council dietitians, they awarded "A" lunch cards to each pupil who selected a balanced lunch.

It was interesting to see the result of these awards. In one high school where 1700 pupils buy lunches, 800 "A" cards were given out.

Some pupils and even one or two teachers came back to the food lines where the dietitians were stationed to ask why they had not received cards. A few had the idea that if their trays contained a bottle of milk or chocolate milk, they should have a card. Thus, the dietitians had the opportunity of explaining a balanced meal.

A typical daily menu in a Pittsburgh high school is the following:

Noodle soup

Lamb stew

Mashed potatoes, gravy, green beans, escalloped tomatoes, celery

Salads:

Molded fruit gelatin

Grapefruit, orange, apple

Cabbage and carrot

Tossed vegetable

Deviled egg and celery hearts

Sandwiches:

Ham

Cream cheese

Olive

Peanut butter

Beverages:

Milk

Chocolate milk

Tomato juice

Fruits:

Half grapefruit

Fruit cup

Fruit compote

Desserts:

Fruit blancmange

Deep dish cherry pie

Cream puffs (custard filling)

Ice cream

Menus are changed daily. A week's menu includes such main dishes as hamburger cakes with mashed potatoes, Spanish rice, Italian spaghetti, macaroni with cheese, creamed eggs, chipped beef, salmon on toast, escalloped salmon, codfish cakes and baked beans.

The choices of fresh and canned vegetables offered permit a pupil to select a different one each day in the week, either in the form of a hot vegetable or as a salad. Fruit desserts contain fresh fruits in season and colorful and nutritious canned fruits. Whole milk is used in cream desserts.

Crisis in Coal

C. J. POTTER

Deputy Solid Fuels Administrator

THE United States is facing a serious shortage of coal. A sufficient amount to meet war-time requirements is not being produced. Reserve stocks are at the danger line. Nor is there any prospect of early improvement in the situation.

This does not mean that widespread suffering is expected next winter. It does mean that householders and other users, including schools, will be limited in the amounts of coal they may purchase. The degree of limitation will depend upon where they live and the types of fuel they use.

What Causes Shortage?

Many factors combine to create this shortage. One is the rise in consumption which has taken place during the last four years with the expansion of war industries and the establishment of military camps. Then, too, more people than formerly are able to buy a higher quality of coal and more of it. Even more important, the heavy migration of workers from rural regions into war industry centers has shifted much of the heating burden from firewood to coal. Beyond this, there has been an increased demand for coal in the East, brought about by the conversion of furnaces from oil heat to coal.

This rise in consumption could undoubtedly have been met were it not for the lack of manpower. The number of coal miners has been steadily diminishing caused in part by the draft and in part by the departure of thousands of highly skilled workers to take better paying jobs in war industries. As a result of this drain, the average age of the miner has advanced from 32 to 45 and, in coal mining, top productivity demands youth and muscle.

Despite these difficulties and largely because of more efficient mine operation total coal production has

increased from 512,256,140 tons in 1940 to 649,327,000 tons in 1943. The annual productive capacity of the individual bituminous miner has risen 50 per cent, from 1000 tons in 1940 to 1500 tons in 1944. Contributing factors have been the longer work week and the lengthened hours but, whatever the reasons, we are producing *more* coal with *fewer* workers.

However, this production increase is not sufficient to meet the demand. Estimates for 1944-45 present a gloomy picture. Minimum requirements for the country are set at 691,000,000 tons. The maximum production envisaged is only 653,000,000. This represents a deficit of 38,000,000, of which 8,000,000 tons represent anthracite and 30,000,000, bituminous coal.

An important factor in this estimated deficit is the ruling by Selective Service that all men under 26 are subject to immediate induction. Approximately 36,000 of the coal industry's best workers were under the age specified. Taking into account 4-F classifications, at least 21,000 could be expected to go into uniform. A temporary three months' deferment was obtained for some 10,000 of these but, at the time this is written, it is uncertain whether many deferments will be extended beyond July 1.

Solid Fuels Short Next Winter

Here, then, is the basis for the coal crisis. Even if we should win quickly in Europe, we are still faced with a shortage of solid fuels next winter.

In the face of this situation, the Solid Fuels Administration for War has promulgated regulations to control distribution and has launched a campaign to educate householders in obtaining maximum efficiency from

every ton of coal used. Probably there will be no coupon rationing. Primary dependence will be placed on cooperation between dealer and householder to see that everyone gets a square deal. War plants in any event must get the fuel they need.

Since the mines cannot produce the coal it takes both to serve military needs and give us at home all we want, civilian consumers must tighten their belts and do with less fuel. The coal available for civilians must be shared fairly by all.

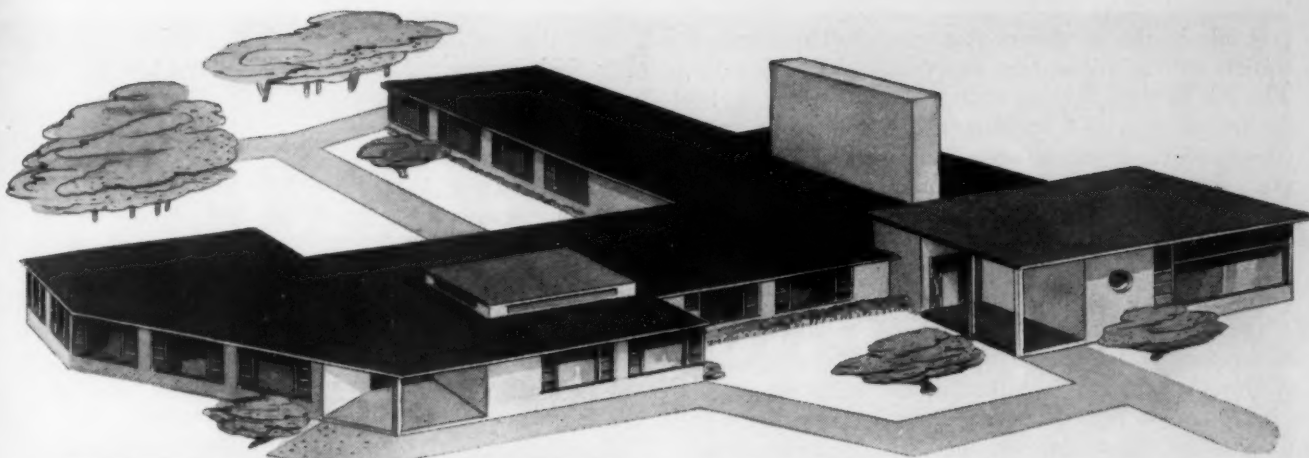
Types of Coals Vary

Coals vary widely in type, quality and use. Some kinds are more plentiful than others and geographical factors influence the availability of particular varieties. The maximum that a domestic user of anthracite in the Northeastern and Atlantic Coast states may obtain is limited to seven eighths of his normal consumption based on a declaration of requirements which he must file with his local dealer.

Nearly a third of the bituminous coal used in this country is produced in two districts of the Southern Appalachian mines. These coals are most in demand for war industries and for heating homes, schools and other buildings east of the Mississippi River and in the Northwestern states served by the coal docks on Lake Superior. The people of this region can expect to receive about 90 per cent of their normal requirements of these scarce Southern Appalachian coals. Alternative coals, produced locally, are available, however, and may be used instead.

No domestic user of Southern Appalachian coals may obtain more than 75 per cent of his full requirements prior to October 1.

In primary bituminous coal areas, where other coals can be obtained, 75 per cent of the scarce coals will



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probably be the maximum that consumers will be allowed for the year. The rest of their coal must be made up from alternative varieties or by conservation. In these areas, however, the domestic user may obtain the equivalent of 100 per cent of his normal requirements, provided he gets his alternative coals before the fall rush on mines and fuel yards.

These percentages are estimates as of the spring of 1944; further developments may serve to reduce them.

Emphasis is placed on an "Order Coal Now" campaign during the summer, particularly in the Midwest and West, when running time at some mines is slack. Early placing of orders is of paramount importance west of the Mississippi River.

Among bituminous coal users, this campaign also stresses the necessity of obtaining early a reasonable proportion of the less popular coals. The user who selfishly insists on buying only the more desirable coals may well find himself placing frantic mid-winter orders for any sort of fuel and receiving an understandably cool reception from his harassed dealer. Consumers are urged to trust the advice of their dealers as to the sizes and types of coal that can be used and to cooperate with them in every way.

All this, however, represents merely the mechanics of getting the consumer his fair share of the amount of coal available. There still remains the problem of obtaining the maximum heating efficiency from every ton in the bin.

School Authorities Can Help

It is here, perhaps, that school authorities can be most helpful in aiding the government carry out its program of coal conservation. Schools are large coal users and a scientific check-up on the efficiency of their heating systems can result in the saving of hundreds of thousands of tons.

A service has recently been inaugurated by the National Fuel Efficiency Council in cooperation with the Bureau of Mines the purpose of which is to minimize wasteful practices in the use of fuel by industrial and other large-scale users. Under this program, regional engineers will check the heating equipment of a school building and offer recommendations for its more efficient operation.

Experience has shown that such checks usually point to fuel savings of from at least 10 to 15 per cent. Even the more obvious precautions, such as taking care not to overheat classrooms, turning off the heat when classes are over and guarding against heat losses by keeping the windows closed, can result in a considerable saving. School authorities are urged to cooperate with these regional inspectors, since it is distinctly to their own interests as well as to the interest of the entire conservation program to do so.

Enlist Pupils' Cooperation

Teachers can help by stimulating pupils to "preach and practice" coal conservation at home. A million or two young "watch-dogs of the furnace" could accomplish miracles.

The home conservation program is based upon the fact that most domestic users obtain only about 60 per cent of maximum heating efficiency from their furnaces. Broken grates, clinkers, holes in the jacket, fly-ash, chimneys half filled with

soot, dampers that don't work, all these place a burden on the fuel supply.

Storm Doors and Windows

Furthermore, it is estimated that storm doors and windows and weather stripping can save up to 60 per cent of heat losses. Banking the fires two hours before retiring, instead of waiting until the last minute, will save coal. If the heat from only one room can be shut off, a further saving is effected.

Fires can be started a week or two later than usual in the fall and allowed to go out a week or two earlier in the spring. The discomfort will be slight and the saving in coal proportionately great.

These are only a few of the methods that will be urged on the coal-consuming public during the coming year. The consumer who follows these recommendations should be able to keep warm on the supply of coal allotted him next winter. Those who suffer will be those who fail to take these elementary precautions.

BETTER PLANT PRACTICES

Longer Life for Buses

With no replacements possible for the duration, everything possible must be done to save wear and tear on the school bus. Some school officials are enrolling pupils in a "preventive maintenance" program, urging their care in the treatment of paint, hardware, upholstery and metal seats. Others are posting suggestions similar to those prepared by a committee on school transportation in Connecticut where their drivers and mechanics will see them and be constantly reminded that "a stitch in time saves nine" lives, maybe.

Motor

1. Check crankcase oil level daily and change motor oil as specified by manufacturer.
2. Replace oil filters when oil shows discoloration.
3. Check oil gauge frequently and transmission lubrication every thousand miles.
4. Clean air filter every 5000 miles, breather every 2000 miles.
5. Start and warm up motor properly; avoid racing engine; use proper antifreeze.

Tires

1. Keep speed low and pressure to manufacturer's specifications.
2. Inspect tires daily for cuts, bruises, embedded glass.
3. Keep brakes adjusted.
4. Switch wheels, including spare, every 5000 miles.
5. Have wheels adjusted for alignment, play and balance.
6. Use tires of proper size and do not overload.
7. Keep oil and grease off tires.

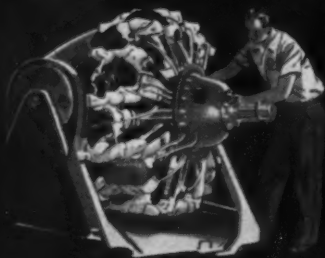
Gasoline

1. Avoid racing engine and excessive choking when warming up.
2. Keep speed moderate and shut off engine whenever stopped.
3. Keep carburetor in proper order and maintain proper engine heat.
4. Have a live spark always and keep ignition correctly timed.
5. Avoid heavy lubrication in cold weather.
6. Have valves ground, carbon removed and worn piston rings replaced as often as necessary.

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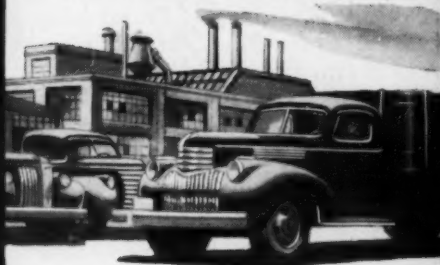


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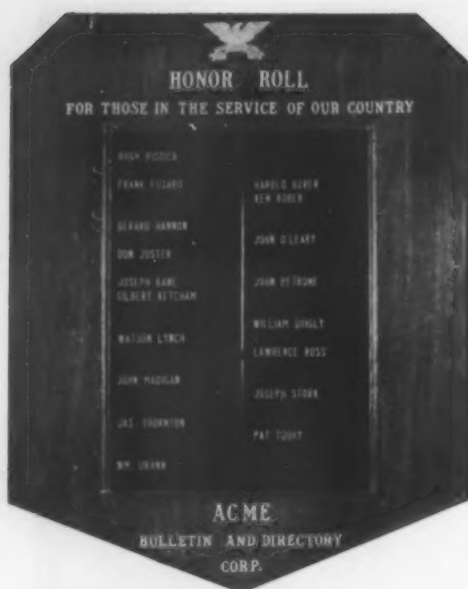
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CHALK DUST

Sniping for Superintendents

AUGUST is the month when many belated boards of education must grab themselves a new superintendent in the annual push-around. In these days of rationing it becomes increasingly difficult to obtain stuff of first quality. In order to assist these boards of education the following criteria are suggested:

Examine the candidate thoroughly to see if his teeth and wind are sound. Does he seem to possess the ability to move his eastern front westward while feinting in a southerly direction? Is he able to disengage himself from sudden flanking movements of the opposition? These abilities are important in dealings with parent-teacher groups.

Can he mount a sustained offensive? Does he withstand low altitude attacks with a minimum of nervousness? If his highways are cut, is he resourceful in constructing temporary bridges? These are attributes that come in handy when the taxpayers show signs of stiffened resistance.

Does he recognize a directive and know where to throw it? Can he accept responsibility when the ranks are decimated?

If the answer to all these questions is "yes," sign him up. If the answer is "no," sign him up. This is no time to be fussy.

Little Things That Count

SOME time ago through these columns we entered pitiful complaint about the growing shortage of paper clips for school administrators. Desolated by our plight, several sympathetic correspondents from the paper clip belt around Washington sent us a supply picked up in the vicinity of government buildings. To the donors we give thanks and urge a repeat inasmuch as our supply is dwindling again owing to the tons of reports demanded this time of year.

Oh, paper clips, rubber bands and red tape! Ye symbols of the badge of office of so many school executives! Of these three great aids to running a school, paper clips are, by all odds, the most important.

Properly clipped with memorandums, notations and doodles, the bitterest

letter from a wrathful patron may be reduced to innocuous desuetude. An office secretary who is a clever clipper can get 50 bills audited by the board of education during the heated discussion over whether the board shall assume responsibility for Fanny's torn rayons.

Reports, complaints, future "to-do's" and past "undones" may be lost forever by judicious clipping while at the public hearing on rising costs; the reflective superintendent's pipe may be cleaned and tamped with a paper clip whilst the super ponders how he is going to get out of this one without losing his job or his probity. And in these days of shortages of zippers, thread, buttons and other helpmeets the administrative trousers may be clipped in strategic places.

When at long last the school head goes to his reward in an insane asylum, a pocket of paper clips is dandy for making working models of future building programs.

Correspondents are requested to put adequate postage on all packages of clips forwarded to Chalk Dust. Our board of education stamps are running low because of recent educational manuscripts that are now going around the rejection agencies.

EPITAPH

*Here lies good Superintendent Dumm
Whose views were most extreme;
He felt that his curriculum
Was greater than the team.*

*A Kappa key he proudly wore
With all its sapience;
Alas! he teaches school no more,
He failed to mend his fences.*

*He sought new ways progressively
And won some fair renown,
Until he tried "activity"
In a passivistic town.*

*He never paused to stop or rest,
Of work he never tired,
His daily life was fired with zest.
At length he, too, was fired.*

*Oh, ye who read—take careful heed:
If you would superintend,
No matter how you duck, indeed
They get you in the end.*

Frederick J. [Signature]



1-A

HERE—ready for immediate shipment—is a Hobart food machine. The very one we hoped to send to you, perhaps.

But it turns out that there's a husky, hungry bunch of fightin' guys that need it worse. So it's on its way to somewhere else entirely—to Kiska, maybe, or New Guinea or India. To almost any quarter of the globe where there's the problem of

preparing the food that keeps our fighters fit for battle.

The fact that the American fighting man of World War II is the best-fed soldier in history is one of our guarantees of certain victory. And in this, the familiar Hobart products naturally play an impressive part. They, like *all* Hobart resources, are devoted to Victory—are "on leave of absence" until the job's done in the galleys of submarines and battleships, in field kitchens, Army camps, Naval bases, Air Corps centers. Yes, and in hospitals, ashore and afloat, where wounded men seek strength to work and fight again.

Meanwhile, because we all have the same stake in victory, we know

you'll understand if the Hobart food machine we promised you is drafted as an addition to the Services' regular requirements. Like everyone else, you'll make do, do without, do with what you can get—cheerfully. In compensation, we pledge this: There'll be even finer Hobart food machines after the war. *We'll deliver yours as soon as possible.*

* * *

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NEWS IN REVIEW

Highlights of N.E.A. Convention

Brought to order by the gavel of President Edith B. Joynes, the twenty-fourth annual representative assembly of the National Education Association convened in Pittsburgh for a three day session on July 4. Despite war-time travel conditions, a near-record attendance of more than 1500 delegates was present from the 48 states, Alaska, Hawaii and Puerto Rico.

Noteworthy among the actions of the Pittsburgh assembly was the approval of a five year program of expansion of the association, including plans for enlarging its membership from the present 272,000 to 800,000 by 1949 and the eventual creation of an integrated membership among national, state and local teachers' associations.

Internal organization of the N.E.A. was consolidated by the merger of the committee on academic freedom and the committee on tenure and by the creation of a national advisory committee composed of representatives of state and local affiliated groups.

The assembly directed that in the future all standing and joint committees should be appointed on a three year or five year staggered basis in order to

achieve continuity in the committee personnel. The assembly voiced its approval of an amendment to the U. S. Constitution to establish equality of rights for men and women.

SPEAKERS

Mrs. Agnes E. Meyer of Washington, D. C., drew attention to the uneven educational facilities offered in various parts of the nation and urged the adoption of increased federal aid for schools as a necessary means of alleviating substandard educational conditions. John W. Studebaker, U. S. commissioner of education, proposed an enlargement of adult educational opportunities as essential to the democratic solution of the social and political problems of the present and future. Supt. A. J. Stoddard of Philadelphia emphasized the importance of the rôle of education in achieving and maintaining a just world peace and urged his hearers to petition U. S. governmental agencies for the establishment of a world educational office for education.

Francis P. Gaines, president of Washington and Lee University, underlined the point that security in America will await universal free education through-

out the world. Martin P. Moe, secretary of the Montana Education Association, spoke in favor of a unification of local, state and national educational effort on the part of teachers' associations. A plea for raising the standards of the teaching profession through improved processes of selection and by the encouragement of in-service growth was voiced by Mabel Studebaker of Erie, Pa., president of the Department of Classroom Teachers.

Pearl Wanamaker, superintendent of public instruction of the state of Washington, emphasized the part that educators can play in uplifting education through the work of their associations. Mrs. Joynes, in the president's address, pointed out the need of extending educational facilities above and below present age levels and underscored the need of additional federal aid for schools.

DUES RAISED

The assembly adopted a constitutional amendment increasing annual membership dues in the N.E.A. from \$2 to \$3. The assembly also increased the number of N.E.A. departments to 30 by admitting to membership the American Association of Junior Colleges.

NEW OFFICERS

The following officers for the year 1944-45 were elected: president: F. L. Schlagle, superintendent of schools, Kansas City, Kan.; first vice president: Mrs. Mary D. Barnes, principal, William Livingston School No. 10, Elizabeth, N. J.; treasurer, B. F. Stanton, Alliance, Ohio.

Members of the executive committee elected are: Leonard L. Bowman, Santa Barbara, Calif.; L. V. Phillips, Vincennes, Ind.; Joseph H. Saunders, superintendent of schools, Newport News, Va.; Glenn E. Snow, president, Dixie Junior College, St. George, Utah, and Emily Tarbell, Syracuse, N. Y.—LEE M. THURSTON.

Postwar School Buildings

By bringing together school administrators, school building specialists, departmental specialists and schoolhouse architects for a two day session on postwar school buildings, July 10 and 11, the school of education of Indiana University contributed significantly to the future of school buildings in that state and set a conference pattern that other states might do well to emulate.

While it was felt that no radical changes in building materials and design are likely, the need for careful planning in anticipation of educational developments that will include, among other things, a greater emphasis on audio-visual aids, an increase in adult educa-



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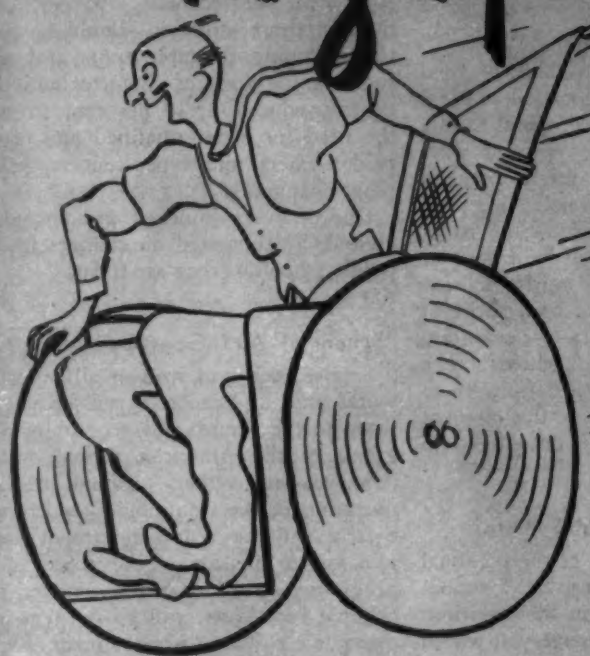


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Available now Sun Ray Layer Built pads are big, handy to work with and exceptionally economical. When one layer is used, it can be folded back, exposing a fresh, new surface.

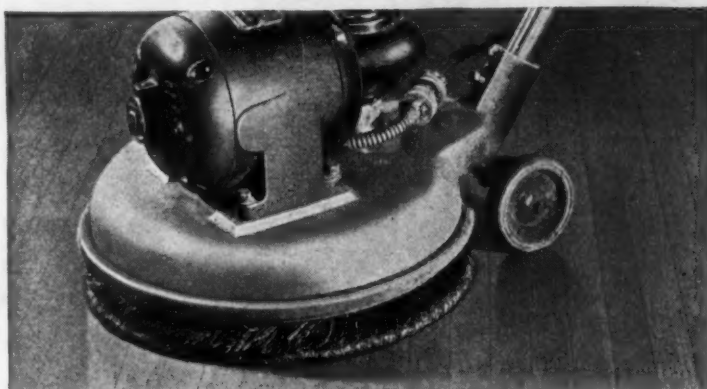
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tion, changes in point of view on industrial education, greater training for leisure time and more widespread use of the community facilities within the school was strongly stressed.

"Plan the educational program first and build the building around the program" was the advice of several speakers.

Particular care in site selection was urged in anticipation of population trends; at least five acres is desirable for elementary school grounds. The probabilities of freezing unsatisfactory school district patterns for a period of maybe fifty years through unwise building in the immediate postwar period was warned against.

While all speakers agreed that the school plant must be kept expansible and flexible in anticipation of future changes, they felt it impracticable and inadvisable to construct so-called temporary buildings with an anticipated life of approximately twenty-five years because of the upkeep costs and the demands of fire and health protection.

Indiana, although interested, is one of the twenty or more states that does not have a school building division in the state department of education. Several representatives of such divisions from other states were among 150 people who came from seven states to attend the meeting.—J. W. C. Jr.

Meeting Called Off

The convention of the Association of School Business Officials, scheduled for October 2 to 5 in St. Louis, has been canceled. This was done at the request of J. M. Johnson, director of the Office of Defense Transportation.

Books for Pupils to Keep

In an effort to develop habits of good reading, the board of education of New York City is studying a proposal to buy paper bound books of approved titles from which the pupils might make a selection at the end of the year for their personal libraries. Because of the paper shortage, the proposal will be a postwar project. It is hoped to try out the scheme on the junior high school level and if it works to extend it rapidly to elementary schools and senior high schools. The books would cost the board from 16 to 19 cents a volume and at the close of each term a pupil would be entitled to one book.

How Public Feels About Schools

The interviewing staff of the National Opinion Research Center asked a nationwide civilian cross section the question: "Is there any kind of change you would like to see made in the public schools today?"

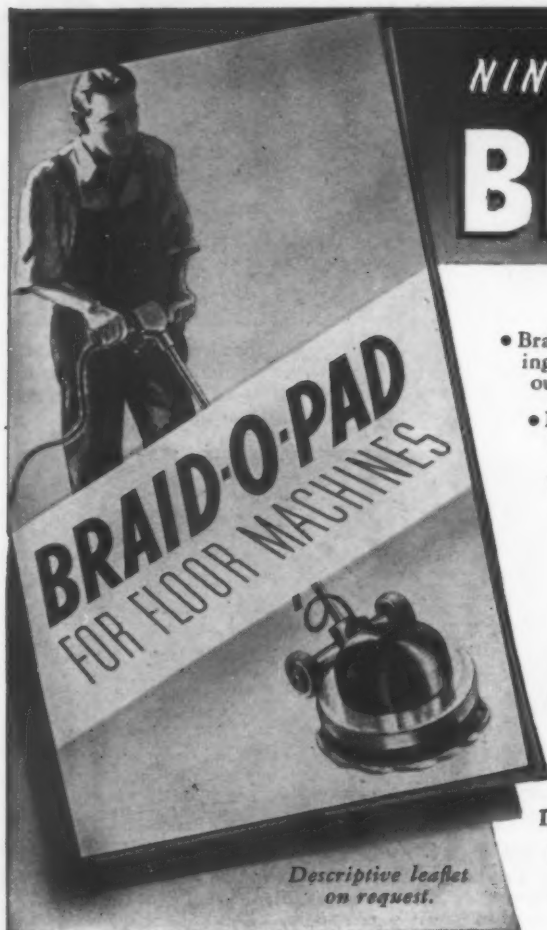
Of those who expressed opinions on

the subject, 44 per cent suggested changes in curriculum and teaching methods, most often in a direction away from progressive education; 23 per cent believed improvements can be made in the administration and organization of public school education and in the physical equipment of schools; 19 per cent thought more attention should be paid to developing desirable traits and attitudes in the areas of character and citizenship education; 10 per cent stressed the need for better qualified and better paid teachers, and 4 per cent suggested other changes.

Out of every hundred persons interviewed, 57 suggested no changes in the public schools as they are today.

"School of Air" Goes Overseas

Service men and women all over the world, starting October 9, will be able to listen to the science and geography programs of the American School of the Air brought to them through the co-operation of the Columbia Broadcasting System and the War Department's morale service division of the A.S.F. The programs, recorded at the time of the original broadcasts, will be flown to approximately 400 Armed Forces Radio Service broadcasting stations which are operated for the education, information and entertainment of the armed forces.



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NINE ADVANTAGES OF BRAID-O-PAD

- Braided steel wool strands, being interlocked, do not wear out easily and last longer.
- Braid-O-Pad works well on both wire or fibre brush.
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- Quickly and easily attached to any disk-type floor machine.
- The five strand pad does not roll or slip on any brush.
- Braid-O-Pad contains more usable steel wool.
- Braided strands cut the surface at the proper angle.
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Friendly Hand Across the Sea

An organization has been formed by leading American educators and representatives of 12 foreign nations to raise money in this country for the destroyed schools of Europe and Asia and to aid in the rehabilitation of the teaching professions of the occupied lands. Known as the World Education Service Council, headed by Dr. Reinhold Schairer of New York University and sponsored by the U. S. Committee on Educational Reconstruction, it will serve as a private agency.

A budget of \$3,230,000 has been recommended for the current year and a tentative long-range budget of \$6,275,000 for the next three years. The council will limit its activities to areas not served by the government.

Seven educational projects have been selected as being urgent: (1) establishment of international teachers' recreation homes in Switzerland and Sweden, with others to come later in the liberated countries; (2) support of between 4000 and 5000 schools by contributions of \$100 each; (3) establishment of children's emergency recreation centers and country homes for urban children suffering the aftermath of the war, which can serve as model schools; (4) supplying of 150,000 pupils with kits of school supplies, such as pencils, paper and notebooks, valued at \$5 each; (5) supplying of 5000 chests of tools for school workshops and gardens; (6) donation of 50,000 book parcels, each valued at \$5, the books to be donated by elementary and secondary school pupils; (7) supplying 4000 athletic kits, containing sport equipment and clothing, valued at \$25 each.

Poland's Underground Education

A special underground organization in Poland, the Underground Ministry of Education, directs the teaching carried on in the underground school system of that country. Thanks to its efforts, Polish secondary school and university courses are available and textbooks are being published.

Education Marches on in Norway

Word comes of the schools of Norway. Children in many communities have missed at least one and one half years of schooling during the four years of German occupation. In some cases a child's school day is limited to two hours because of the shortage of teachers or classroom facilities; in some it is only an hour, which times includes the interval required for the eating of "crisis soup."

In cities, the biggest and best schools have generally been requisitioned by the Germans for use as barracks and hospitals. Small towns with five or six schools have ordinarily been permitted to retain only one or two for school use. The

84%

Declare JUSTRITE DRAWING INK to be the BEST!

A questionnaire was recently sent to 975 users of drawing ink. Of the 351 replies received, 297 stated that they "found Justrite superior to other drawing inks they had used." Thirty-two stated that Justrite was "as good as any." Thirteen decided that Justrite was not superior to others, and nine did not answer the question. Here is a breakdown by the class of user:

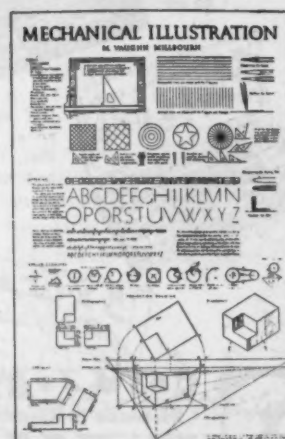
	Justrite Drawing Ink was Superior to Others	As Good As	Not Superior	No Answer
Instructors	131 (85%)	16	4	4
Draftsmen	125 (86%)	10	6	4
Artists	41 (80%)	6	3	1

While over 84% declared it was the best, over 95% of all those replying said that they were going to continue to buy it. If you haven't tried Justrite Drawing Ink as yet, maybe you're missing something!

FREE! Large Wall Chart of Mechanical Illustrations

This giant 23x35 inch chart shows many of the elementary steps in mechanical drawing, lettering, applied geometry, and perspective drawing. Write today on your letterhead. Please mention, also, your drawing ink dealer's name.

For Your Free Chart
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362 W. Chicago Ave., Chicago 10, Ill.



GEARED TO THE NEEDS OF PRE-FLIGHT EDUCATION



Almost as soon as the new educational movement—the vital war movement—got under weigh, X-acto Knives found their place in it.

With the unprecedented need for speed, accuracy, certainty in the training for, and making of, a million scale model planes demanded by the Navy and Army, America's schools started coming through.

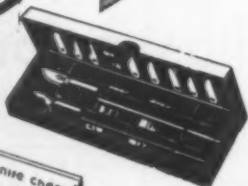
These unique knives meet this war need for a never-say-die cutting tool. They are available in 8 blade shapes and three handle styles. The blades are instantly renewable and interchangeable. These knives are, therefore, always at peak sharpness. If you will send for a sample on your school letterhead, we shall be pleased to send you one.

X-ACTO CRESCENT PRODUCTS COMPANY

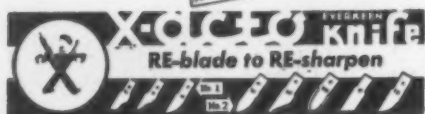
410-4th Ave., New York, 16, N. Y.



KIT NO. 62—
Double set with 2 handles, 12 blades.
\$2.00



KIT NO. 82—
Furnished with 3 handles, 12 blades and fitted wooden chest. \$3.50



others have been stripped of equipment. In cases where compensation has been obtained, new equipment could not be procured.

School terms are interrupted frequently by fuel shortages and the arrests of teachers, some of whom are shipped off to do labor service.

In some communities more than 80 per cent of the children have to attend classes in private homes, halls, stores, or almost anywhere and have no desks or equipment. School principals are unable to maintain supervision and have to rely on personal reports from teachers. The children have difficulty in getting to and from their classrooms and there are frequently clothing problems. They show the effects of malnutrition. Many are worried about parents and relatives who have been arrested or who have fled.

One Norwegian educator, recently arrived in London, states that despite all handicaps the schools are carrying on with a strength born of a more intimate relationship between teachers and pupils and a "good, patriotic anti-Nazi spirit."

Russian Schools Reopening

This year 25,000 teachers were graduated from Russian pedagogical institutes, which is twice as many as were graduated last year. About half of them will be assigned to work in the liberated regions where 2500 schools will be opened in 1944. Seven hundred teachers are leaving for the Kalinin region where 500 new schools are opening, and 540 are being sent to Stalingrad.

Awards for French to Be Resumed

The Metropolitan chapter of the American Association of Teachers of French, New York City, announces that since the armies of liberation are now fighting in France, it will resume its award of silver medals for excellence in French language and culture to pupils in New York City's high schools. The awards were discontinued when France fell in 1940. They will now be presented through the association by the French Committee of National Liberation.

Coming Meetings

September 6-12—Committee on Southern Regional Studies and Education, Gatlinburg, Tenn.

October 26, 27—Colorado State Teachers Convention, Denver, Pueblo, Grand Junction.

October 26, 27—Minnesota Education Association, St. Paul.

November 5-11—American Education Week.

November 9-11—New Jersey Education Association, New York City.

November 17, 18—Food Service Directors Conference, Cleveland.

CONTINENTAL Chain Link FENCE



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Modern Protection FOR Schools

Put modern fence protection first for your school after the war. Fence provides essential protection for school children, protects against trespassers and vandals, and improves the appearance of school property. As before, Continental Chain Link Fence will be modern in every detail and fully adaptable to your site. It will still be the only Chain Link fence with fabric of KONIK steel . . . rust resistant clear through.

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CONTINENTAL STEEL CORPORATION



Plan now for post-war schoolroom lighting

Commodore in Avon, O., classroom.

and plan for the eyesight protection of the COMMODORE

Look at the smooth, even light in this schoolroom. It comes from Wakefield COMMODORES.

If you're interested in this kind of eyesight protection for your pupils, now or post war, get the COMMODORE into your plan. It provides 86% of the light from the bare bulb . . . according to test of impartial Electrical Testing Laboratories. Soft, diffused light that means easier seeing for young eyes and old. Custodians report that maintenance is easy, since the Plaskon reflector cleans readily, is light and safe to handle. Note: the COMMODORE is still available for essential use . . . if your budget permits action now. Write for details.

And for postwar, remember Wakefield also makes top-notch fluorescent units, suitable for school use.



BUY WAR BONDS FOR VICTORY

THE F. W. Wakefield BRASS COMPANY

RED SPOT LIGHTING FOR WAR PRODUCTION . . . FOR PEACETIME FUTURE

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Collaboration... that results in More Beautiful, More Efficient, More Inviting Libraries



The Chancellor Livingston High School Library, Hudson, N. Y. Tooker & Marsh, Architects, New York City. Gaylords' worked with the architects and school officials from the time the plans were being prepared.

► Gaylord Bros., with 52 years of designing and manufacturing library furniture and supplies to their credit, are ever ready to co-operate with architects and school executives in the preparation of projects for libraries and library buildings.

► This cooperation, which begins in the blueprint stage, is particularly appropriate at this time, when so much earnest effort is being devoted to make our postwar libraries more in harmony with the important function they perform in serving the needs of the community.

GAYLORD BROS. INC.

SYRACUSE, N. Y.
STOCKTON, CALIF.

Originators and Makers of Better Library Furniture and Supplies

WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

School Lunch Program Continues

After careful consideration by both House and Senate, Congress again provided June 28 for the continuance of federal assistance to school lunch programs.

The fund, \$50,000,000, will be administered through the office of distribution, W.F.A. The money will be

used to reimburse sponsors of participating school lunch programs for part of their food costs and to distribute foods purchased under market price-support programs for immediate use or for processing for future use in school lunches.

The amount of reimbursement to a school will be determined by the school's

need, the amount spent for food and the type of lunch served. In no case will the payment exceed 9 cents for each complete meal. The amount of food donated to a school will not exceed the quantity the school indicates it can use efficiently in serving an adequate noon meal.

The program will operate substantially as it has during the past school year. Sponsoring groups, such as local school authorities, civic clubs or nonprofit associations, may obtain an application by writing to the nearest office of distribution in their state. The information given on the application will determine whether or not assistance will be granted and the rate of reimbursement. Sponsors of approved programs enter into an agreement with the office of distribution and subsequently submit claims for reimbursement for food purchased and used in lunches served to children at school, along with a monthly report of operations.

Any public, private or parochial school of high school level or under, operated not for profit, is eligible for participation. Since there is a limit on the total federal expenditure for this program, only those programs that cannot operate adequately without federal assistance will be approved for reimbursement. The total allocation of federal funds for a state will depend upon school enrollment and needs.

Job Counseling for Veterans

Rehabilitation centers will be established at colleges and universities to provide job counseling and arrange for vocational training and rehabilitation of disabled veterans, Brig. Gen. Frank T. Hines, administrator of veterans' affairs and administrator of the retraining and reemployment administration of the Office of War Mobilization, announced recently. The first of the proposed centers will be opened at the College of the City of New York.

Eligible veterans who apply for vocational rehabilitation will be assisted by the best qualified counselors in the country free of charge; they will obtain a counseling service which would cost civilians \$75 per person. The best modern technics in counseling will be used.

The selection of educational institutions as centers for vocational counsel will not limit the training of veterans to courses in those institutions, General Hines explained. Veterans will be trained in various types of occupations including professional, technical, managerial, agricultural, clerical, sales and service occupations; trades; industrial, skilled and semi-skilled labor. Training will be given in appropriate educational institutions and trade schools, in apprenticeships or on the job in shops, industrial plants and commercial establishments.



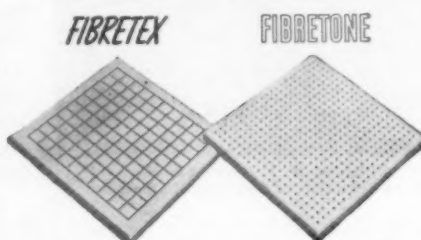
TO INSURE CONCENTRATION IN CLASSROOMS — Kill Noise at its Source!

A WELL-KNOWN SCIENTIST tells us that noise, even when we are not outwardly conscious of it, will make our muscles more tense, blood pressure higher. This means more fatigue, less concentration. That's why noise control becomes so important in today's overcrowded schools.

Today it costs less than you think to enjoy the benefits of scientific acoustical treatment, not only in the noise centers of your school, but in the classrooms, too. For Johns-Manville has recently developed two highly efficient, extremely economical acoustical materials.

Known as Fibretex and Fibretone, they come in unusually attractive 12"

square panels, as illustrated. They are factory-painted, ready for instant use. Cost little to maintain—can be painted without lessening their acoustical properties. Investigate! Send for illustrated brochure on "Sound Control," address: Johns-Manville, 22 East 40th Street, New York 16, New York.



Johns-Manville
Pioneers in Sound Control



Water Heater Restrictions Eased

Limited production of electric water heaters for civilian use has been approved, W.P.B. stated July 4. New quotas have been established for non-electric water heaters and restrictions on manufacture or fabrication of metal jackets for water heaters have been eliminated because paperboard jackets proved unsatisfactory and paper is scarce. Order L-185 was amended for these changes.

Slide Rules Available

Most models of slide rules can now be obtained without preference ratings and in the near future all models are expected to be similarly available, according to an official of the schools and colleges section, W.P.B.

The production of and demand for precision slide rules having a list price of \$7.50 or more have now reached a point where further scheduling is unnecessary and the W.P.B. is no longer allotting and scheduling them.

Schools should place their orders as usual without ratings. If it is then found that a preference rating is necessary, the school should file form WPB-541 with the nearest W.P.B. field office.

Lumber Still Scarce

Schools and all other lumber users from major industrial consumers to individuals will have to get along with less lumber, the W.P.B. said July 7. The over-all control of lumber established by Order L-335, as amended June 23, affects all lumber users. To meet military requirements for the third quarter of 1944, W.P.B. issued July 3 five directions to L-335. The directions cover specified species and provide that sawmills over certain sizes give military orders precedence, except those rated AAA, up to specified percentages of their anticipated monthly shipments.

Domestic Ice Refrigerators

Domestic ice refrigerator production quotas totaling 128,175 units for the third quarter of 1944 have been assigned to 21 manufacturers, W.P.B. announced July 1. Production in the second quarter totaled 181,655 units. Ice refrigerators are available without purchase permit.

Heating Equipment

The plumbing and heating division, W.P.B., called attention July 1 to the fact that L-79, the general order controlling distribution of plumbing and heating equipment, requires special authorization for the purchase of commercial cooking and dishwashing equipment, stokers with a capacity in excess of 60 pounds per hour, oil burners of the domestic type, extended surface heating equipment, furnaces, boilers, water heaters, range boilers and cast-iron tubular radiators.

The requirement has not been changed by the recent amendment to L-41 providing for the installation of heating and combustion control equipment within certain cost limits.

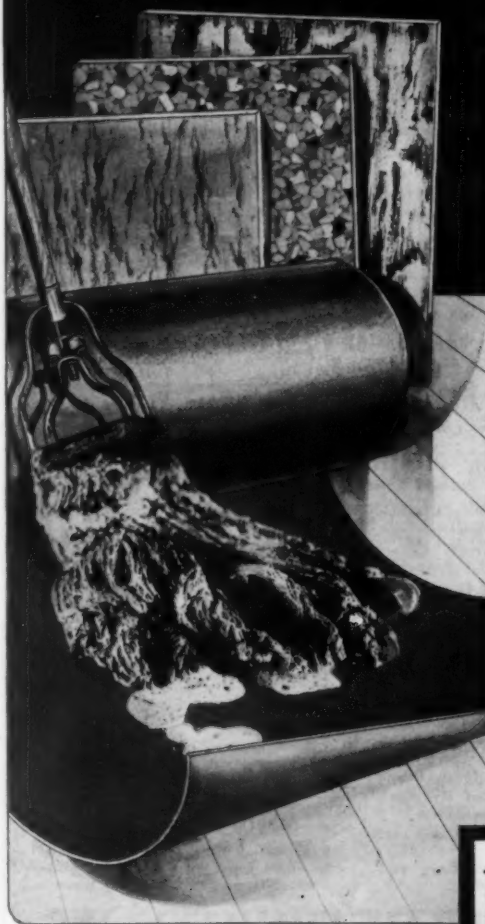
Equipment, including thermostats, barometric regulators and limit controls, that has been released for unrestricted sale as part of the fuel conservation program is included under the provisions of the amended L-41. The revised construction order permits installation of such equipment without prior approval where the total cost of installation, including the cost of the equipment, does not exceed \$25,000 and where the cost

of installation, excluding the cost of the equipment, does not exceed \$5000.

New Plan for Truck Rationing

W.P.B. on July 1 turned over to the Office of Defense Transportation the responsibility for distributing new trucks and other commercial vehicles to essential users. It is expected that the new rationing plan under ODT General Order 44 will result in more expeditious handling of applications for such vehicles. As in the past, applications must establish the need for the vehicles in essential transportation; this requirement will not be relaxed by the transfer.

A SAFE Cleaner for ANY Floor



PUT Floor-San to work and watch your floor cleaning problems vanish! For Floor-San gives you thorough cleaning—with guaranteed safety—no matter where it's used!

You can use Floor-San on rubber tile, asphalt tile, terrazzo, wood, linoleum or any other flooring.

Floor-San gives true cleanliness because the powerful ingredients quickly penetrate the dirt film and float the dirt to the surface.

Floor-San has received the approval of the Rubber Flooring Manufacturers Association. It is also endorsed by asphalt tile manufacturers. Such approval means that Floor-San is *mild* . . . won't discolor . . . won't run colors.

Remember, Floor-San maintains *all* floors. No need for special cleansers. So order Floor-San *now* and save time, money and flooring.

THE HUNTINGTON LABORATORIES INC.
BOSTON HUNTINGTON, INDIANA TORONTO

FLOOR-SAN
LIQUID SCRUB COMPOUND

Operators of commercial motor vehicles were warned by O.D.T. that the manner in which they operate and maintain their vehicles in conformity with good maintenance practices may be a factor in determining whether or not they are entitled to new equipment. There continues to be evidence that many trucks and tires are being abused and prematurely worn out by some truck operators.

Veterans' Vocational Training

As of May 31 some 19,000 war veterans had applied for vocational training through the Veterans Administration, an

official of this agency said in an interview July 6.

Of this number, about 2400 were already in training; 1432 applicants were awaiting induction into vocational training; approximately 10,000 have been denied as ineligible or have been deferred and some have already terminated their training.

The Veterans Administration expects vocational training to become increasingly important as the war continues and in the postwar period. At present most discharged veterans prefer to obtain immediate employment, particularly in war production fields where pay is good.

Rules on Musicians' Union Ban

The National War Labor Board, June 16, ordered the American Federation of Musicians, A.F.L., to withdraw its ban on the making of phonograph records and transcriptions which had been in effect since August 1942. At the same time W.L.B. ordered the union and the three companies involved in the board's case to negotiate on a method of distributing a fund to be set up through payments by the companies, with arbitration as the final step in case the parties fail to agree. The companies involved are the National Broadcasting Company, Radio Recording Division; Columbia Recording Corporation, and the R.C.A. Victor Division of the Radio Corporation of America.

Encourages Cattle Raising

A plan announced June 29 provides that members of American fighting forces will receive the choicest meats, including beef, pork, lamb and mutton, produced by 2,000,000 young American farmers.

The plan has been set up by the Department of Agriculture, the U. S. Office of Education and the O.P.A. working with the Quartermaster Corps of the U. S. Army.

Price control and rationing had threatened to discourage 4-H Club boys and members of the Future Farmers of America in the raising of a superior quality of livestock, but certain changes have been made to permit farm boys to go on with this activity without being hampered by ceiling prices.

An arrangement worked out with the Quartermaster General's Office permits youthful growers of livestock to stipulate that sponsors, who bid in their animals, shall have them slaughtered and, provided they pass federal meat inspection standards, routed to the Army for consumption by soldiers, sailors, marines and coast guardsmen. No ration points are involved for the buyer of the animal in such transactions.

Venture in Business Education

The University of Pennsylvania started a project June 19 which will serve as a model for a nationwide training program to be carried on in an estimated 50 colleges and universities in different parts of the country, according to John M. Hancock, chairman of the joint contract termination board.

The opening of a contract settlement training program for 90,000 war contractors and 10,000 government representatives predicates a new venture in business education. The government representatives and the contractors will sit in the same classrooms and be trained together.

Instructors for the University of Pennsylvania course will include not

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52 x 40 inches

Beautifully Colored

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THROUGH these charts children can be taught the qualities required in order to be alert, informative, effective citizens of a free nation. They come in Sets or Individual Mountings. American History, World History, Modern and Early European History, Medieval and Ancient History. 144 different titles. Write for descriptive literature to make your selection. These Maps Edited by ROLLA MILTON TRYON, Ph. D., formerly of the History Dept. of the University of Chicago.

CRAM'S Health and Hygiene Charts

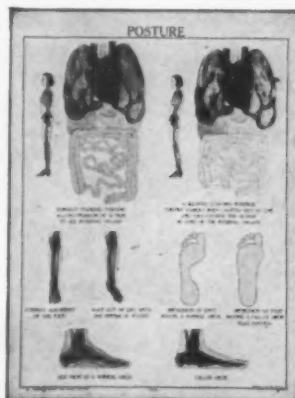
Ideal for Physical Fitness Programs

THESE Charts are printed in attractive colors to emphasize safety habits and healthful living. Also, the results of good habits are contrasted with the results of bad habits. They are offered in complete Sets as described at the right. Order direct from this advt. for quick delivery. Or write for Catalog MA 148 featuring this and other Cram's 1944 Modern Teaching Aids.

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Effects of Nicotine
Effects of Alcohol

House Fly and Mosquito
Organs of Sense
Bacteria and Communicable Diseases
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22 Charts\$43.00

Printed on heavy paper mounted in chart head on floor stand glider base. Shipping Weight, 22 pounds.

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only representatives of the local procurement agencies who have specialized in contract settlement but also members of the university faculty who have taken a special course in contract settlement problems. The program was worked out in cooperation with the E.S.M.W.T. division of the U. S. Office of Education.

G.I. Bill of Rights

With the signing by the President of the "G.I. Bill of Rights," immediate action was taken for implementing this legislation which already affects a million men and women, the Veterans Administration announced June 26.

Functionally, the duties and responsibilities under the act, with the exception of those pertaining to employment of veterans, are distributed among existing Veterans Administration agencies or services. Administration of the educational benefits is being assigned to the same general jurisdiction that is now administering vocational rehabilitation training for the disabled under Public Law No. 16, 78th Congress.

Cooperation with existing public and private agencies is being carried out in the administration of the education and other benefits provided by the act. Governors of the several states have been requested to supply lists of approved educational and training institutions in their states. For temporary purposes and immediate approval of education or training all schools and institutions of recognized standing will be accepted. Other procedures are being developed so that a veteran may enter training with the least possible delay.

Food Allotment Applications

The O.P.A. authorized rationing boards June 28 to give schools and other institutions more time for filing applications for allotments of rationed foods, if they cannot compile the information required in the fifteen days allowed. Boards may now extend institutional users' time for filing applications to any length required, except that the filing time shall not be extended beyond the first thirty days of the allotment period.

More Material for Galvanized Ware

Restrictions in the manufacture of galvanized ware for civilians have been liberalized in an amendment to L-30-a, June 21. More iron and steel are permitted, restrictions on types of iron and steel are removed, size and gauge restrictions are eased.

Eight classes of galvanized ware items may now be made for civilians: garbage and ash cans; pails, buckets and tubs; washtubs; wash boilers; storage cans for petroleum products; fire shovels; funnels; coal hods and scuttles.

A large backlog of demand on some of these items means that only a small

proportion of the demand can be met any time soon. Moreover the manufacturers' ability to produce galvanized ware at the permitted rate will be contingent upon the availability of materials and noninterference with war work.

Meal Prices Not Frozen

A national restaurant regulation effective July 1, placing the April 1943 freeze of restaurant prices on a nationwide basis, does not affect school-operated eating places. An O.P.A. statement of June 30 exempts from the new regulations eating and drinking places operated by schools, colleges, universities

or other educational institutions, fraternities or associations that are primarily for the convenience or accommodation of students and faculty and are not for profit.

Instructions for Filing WPB-617

Schools normally using WPB-617 to obtain permission under Order L-41 to acquire or construct facilities were advised June 24 by W.P.B. to follow the revised instructions for the filing of the form. The change in instructions is as follows:

All WPB-617 applications, except those specifically indicated for filing else-



VICTORY SEAL

PYRA-SEAL
A WAR CASUALTY

Vestal's VICTORY SEAL is the logical answer to protecting your Gymnasium Floor under wartime conditions. VICTORY SEAL gives wood floors a tough, attractive, long-lasting finish, plus slip-proof safety, at truly economical purchase and maintenance costs. In perfecting VICTORY SEAL we offer it as the best wood floor surface seal you can buy today. Your own comparison will prove this.

WHAT HAS HAPPENED TO PYRA-SEAL?

Pyra-Seal is a war casualty. In its immense Victory Program, our Government needs all types of chemicals including certain synthetic resins and vegetable oils of the types used in the manufacture of PYRA-SEAL and similar pre-war Gymnasium floor seals. Because of this urgent need these materials are restricted under government order and are no longer available for the manufacture of floor seals. After the war—or when restrictions are lifted—PYRA-SEAL WILL BE BACK.

VESTAL CHEMICAL LABORATORIES, Inc.
ST. LOUIS NEW YORK

where, are now to be filed with the local W.P.B. field office. Applications for certificates of necessity, when tax amortization privileges are requested, which are filed simultaneously with the WPB-617 applications, will likewise be filed with the local W.P.B. field office.

Applications involving grants of federal funds, however, will continue to be filed with W.P.B. in Washington.

Essential Repair Parts Scarce

Repair parts for refrigeration and air-conditioning equipment are dangerously low. The general refrigeration and air-conditioning industry advisory com-

mittee has recommended that W.P.B. expedite processing of form WPB-547; that a higher rating be made available to the industry for obtaining production materials for making the necessary repair parts; that certain regulations be relaxed to take care of seasonal demands for repair parts.

Too Many Illiterates

Rejections for educational deficiency exceed casualties caused by the enemy, according to the May bulletin of the Selective Service System. The total American war casualties as of the last official announcement prior to June 6

were 201,454; those rejected for failure to pass Army intelligence tests have numbered about 240,000. Adequate educational programs, the bulletin says, and the enforcement of compulsory school laws during the decade before the war would have provided the equivalent of 15 additional divisions.

POSTWAR EDUCATION

New Senior College for Adults

A new kind of senior college to be launched by the New School for Social Research in New York City is announced by Alvin Johnson, director. It is designed especially for adults, 25 years of age or over, and will offer a liberal arts curriculum leading to the B.A. degree. It is an outgrowth of the adult education work which the New School has been carrying on for twenty-five years and which will continue as usual.

The new program is expected to attract returning veterans who may have had two or three years of college training but are reluctant to return to their former colleges. The new senior college will offer courses peculiarly adapted to mature students, including the social sciences and the liberal arts away from which students have been progressively drifting for some years.

Postwar Rush to Colleges

A college and university enrollment of 2,000,000 by 1948, as compared with 750,000 this year, is predicted by Ernest C. Miller, registrar of the University of Chicago and president of the American Association of Collegiate Registrars, who foresees the need for an overhauling of college entrance machinery to meet new demands.

New students will be more mature than those now entering, he believes, and they will not be interested in course credits and degrees. Placement tests will have to substitute for high school credits, especially for veterans who have studied under the military program and each student will have to be treated individually.

Teacher Training Reorganized

Western Reserve University has reorganized its teacher training program. Hereafter the school of education will be responsible for all instruction in professional courses in education, a responsibility which was heretofore divided among five colleges.

Entrance tests will be given by the school of education, which will also certify degrees at the completion of students' training. Placement of graduates will be directed by the university placement office.

President Winfred G. Leutner states that the new organization of the teacher



Evolution vs. Revolution in Modern Training Methods

Improvements in teaching methods are the result of common sense evolution. Our armed forces eagerly utilized the audio-visual aids that progressive educators had found so effective. Our schools, in turn, are learning valuable lessons from the gigantic U. S. film training program. The inevitable result will be—better teaching! *Today—all Ampro projectors go into the war program. But after V-Day—AMPRO will use its added skill to aid the evolutionary changes in teaching methods. *Write for Ampro Catalog of 8 mm. and 16 mm. silent and sound projectors.

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Precision Cine Equipment

training program conforms with the requirements of school superintendents and state directors of education. "Furthermore," he said, "it is now accepted that the marked upward swing in the birth rate will increase school attendance five or six years hence and so will emphasize the present serious shortage of teachers. It is the duty of the university to strengthen its position in teacher training by unifying and simplifying the administration of its program."

SUMMER COURSES

Rural Education Conference

A conference on education in rural communities will be held at the University of Chicago August 21 to 25, open without fee to members of state departments of education; administrative officers and faculty members of higher institutions; county superintendents; teachers, supervisors and administrators of elementary and high schools located in nonindustrial communities; agricultural extension workers and all others interested in rural education.

The theme of the conference is "Emerging Educational Problems of Rural Communities." Further information may be obtained from Floyd W. Reeves, director of the rural education project of the university, Chicago 37.

ADMINISTRATION

Teachers' Day Is September 11

By resolution adopted at the first conference of ministers and directors of education of the American republics held in Panama last fall, September 11 of each year will be celebrated as Teachers' Day. In schools and communities throughout the Americas, the day will be marked by expressions of gratitude for the important tasks that teachers perform.

September 11 was chosen because it marks the anniversary of the death in 1888 of Domingo Faustino Sarmiento, founder of the first normal school in South America, friend of Horace Mann, president of Argentina and constant fighter for democracy. In schools not open on September 11, it is suggested that communities carry on.

Proposes Student Financing Plan

That a plan should be evolved whereby the university student can finance his own education completely is the belief of Wilbur C. Munnecke, vice president of the University of Chicago.

To make this possible, a university should establish a revolving fund out of endowment, make loans from that fund, arrange the loan so that the student be-

gins to pay interest when he has completed his education and pays it only for five years. He should then pay the principal as well as interest until the loan is liquidated, with five, ten, fifteen and twenty year payment plans available. This is a plan, according to Mr. Munnecke, "whereby a university would actually be investing in itself."

Will Not Accept Resignations

The board of education at Great Bend, Kan., has followed the example of the school systems at Hutchinson and Dodge City, Kan., by voting not to accept any

more resignations from teachers in view of the critical situation in the hiring of personnel for the coming term.

To Study Education in Virginia

The governor of Virginia has completed the membership of the legislative commission empowered to make a study of public education by naming the following: chairman, George H. Denny, Lexington, former president of Washington and Lee University; G. Guy Via, head of the apprenticeship school of the Newport News Shipbuilding and Dry Dock Company; Inga Olla Helseth,

School architects, administrators and teachers are studying present day school facilities and contemplating postwar demands. They are fully aware of the academic and vocational training our returning soldiers will need. They know these men must be given every opportunity and facility for again becoming useful and happy citizens. To meet tomorrow's educational challenge careful and thoughtful planning, with relation to existing school facilities and the acquisition of additional or new accommodations, is required. Sheldon's 24-page brochure, visualizing many of the advancements expected in tomorrow's schools, is yours for the asking. In this brochure you will find ideas which we believe will stimulate thinking and simplify your planning problems.

Write for your copy today.

E. H. SHELDON & CO. MUSKEGON, MICH.

professor of education at the College of William and Mary; Katherine M. Anthony, professor of education and director of elementary training schools at Madison College; senate members: A. E. S. Stephens of Smithfield and Mosby G. Perrow Jr. of Lynchburgh; house of delegates members: G. Edmond Massie of Richmond, E. F. Yates of Powhatan and C. C. Louderback of Stanley.

Good Use for Old Estates

An appeal to American communities to survey some of the estates, larger homes and other properties in their neighborhoods and ascertain their suitability for community recreation centers

is made by the National Recreation Association in a pamphlet entitled "America the Beautiful" obtainable from the association's headquarters, 315 Fourth Avenue, New York City 10.

The National Recreation Association offers its advisory services to communities desirous of developing the effective use of homes and estates no longer useful to their owners. The pamphlet describes one such project in Wheeling, W. Va., in which a 750 acre farm was left to the city and is now known as Oglebay Park; it is one of the largest community centers in the country.



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GET CATALOG

PUBLICATIONS

Literature in American Education. Reprint in booklet form of an article prepared by a special committee of the commission on trends in education of the Modern Language Association of America, sounding a call to cleave to the "things of the mind," a plea for the validity of literary studies in American Education. Baltimore 1, Md.: Enoch Pratt Free Library.

A Brooklyn Bridge to Morrisville. By Ralph C. Benedict. A report on the second farm labor project at Morrisville, N. Y., of Brooklyn College stressing the educational significance of work experience and group living in a rural setting for a group of urban students. Brooklyn, N. Y.: Brooklyn College.

You and Your Engine. By Laura Oftedal. A 32 page nutrition reader illustrated in color for children in the middle grades. This is one part of a Teaching Kit on Nutrition for Elementary Schools, the other parts of which are a small chart, "The Foods I Eat," to be filled out by each child before reading the booklet; a work folder, "My Daily Food Record," to be filled out after reading the booklet; a folder, "Suggestions for Teachers." Chicago 5: National Live Stock and Meat Board, 407 South Dearborn Street.

Manual for War-Time Food Storage, Preparation and Serving Facilities. An outline of policies that should be followed in selecting food storage, cooking and serving facilities under current W.P.B. rulings, for cafeteria and restaurant owners and those charged with selecting equipment for mass feeding in defense plants, schools, hotels and so on. Washington 25, D. C.: Conservation Division, War Production Board, 2505 Temporary "D."

Planning School Buildings for Community Recreation Use. A leaflet issued jointly by the National Recreation Association and the American Association of School Administrators giving basic principles of planning and suggestions for carrying them out, based on successful experience. New York City 10: National Recreation Association, 315 Fourth Avenue.

NAMES IN NEWS

Superintendents

Virgil Stinebaugh has been named superintendent of schools of Indianapolis, succeeding the late DeWitt S. Morgan. Mr. Stinebaugh was superintendent and later acting superintendent.

Howard S. McDonald, deputy superintendent of schools, San Francisco, has been named superintendent of schools in Salt Lake City, Utah, succeeding the late L. John Nuttall Jr.

Gilbert S. Willey, director of the department of instruction, Denver public schools, has been appointed assistant superintendent in charge of elementary education to succeed Rufus H. Palmer, who died June 7. Roy A. Hinderman will take over the directorship of the department of instruction along with his work as director of research and vocational education. Russell K. Britton has been appointed supervisor of vocational education.

William Daniel Asfahl, superintendent of schools at Delta, Colo., has been named principal of University Park School and professor of education and director of teacher placement at the Uni-

versity of Denver. He succeeds **Dr. Irwin O. Addicott**, now superintendent of schools at Fresno, Calif.

Elwin F. Towne, principal of Traip Academy, Kittery, Me., has been elected superintendent of schools at Hamilton, Mass.

Erdman Harris, chairman of the department of religion at Lawrenceville Preparatory School, Lawrenceville, N. J., succeeds **C. O. Page** as headmaster of Shady Side Academy, Pittsburgh.

Derwood A. Newman, head of the schools at Abington, Mass., has resigned to accept the position of superintendent at Needham, Mass.

J. J. Ver Beek, superintendent of schools at Byron Center, Mich., has gone to Henry and Glenside Schools, Muskegon, Mich., as superintendent. **N. D. Burt**, former principal, succeeds Mr. Ver Beek at Byron Center.

Charles E. Teach has been recently elected to his fifth four-year term as superintendent of schools, San Luis Obispo, Calif.

The Very Rev. Dr. Thomas A. Lawless has been named rector of Salesianum Catholic High School for Boys, Wilmington, Del., succeeding the **Very Rev. Dr. Joseph L. McCoy**, who has completed his six year canonical term in the post.

Thomas W. Davis, former principal of the high school at Conemaugh, Pa., has been named superintendent of schools at Nanty Glo, Pa. He fills the post vacated by the death of **Charles H. Bowers** on Easter morning.

W. L. Angell, school administrator at Clara City, Minn., has been named superintendent of schools of Nome, Alaska.

C. M. Ogren, former principal of the county high school at Glendive, Mont., is the new superintendent of schools at Forsyth, Mont.

Lawrence A. Peakes is the new superintendent of schools of Rumford and Hanover, Me. He succeeds **L. E. Williams**, retired. Mr. Peakes has been superintendent of the Mexico, Andover, Byron and Rosbury union, Maine.

Stanley C. Norem of Marmarth, N. D., has been elected superintendent of the school system at Plentywood, Mont.

Robert H. Black, acting director of adult education, has been made assistant superintendent of schools, Hartford, Conn.

Fulton Gale, superintendent of schools at Moscow, Ida., has gone to Anaconda, Mont., as school administrator. **W. K. Dwyer** of Anaconda has retired.

Wilfred H. Graves, principal of the high school at Weehawken, N. J., has been named superintendent of township schools, Union City, N. J.

Samuel Atherton Middleton of Centerville, Md., has been named as successor to **George S. Hamilton** as headmaster of St. Paul's School for Boys, Baltimore. Mr. Hamilton is entering the insurance field.

Charles E. Elkema resigned the superintendency at Wallingford, Conn., when the board of education failed to restore fully a cut made in his salary last year.

County Superintendents

Raymond M. Buchanan is the new county superintendent of schools, Smyth

County, Virginia. He has been principal of the high school at Saltville, Va., since 1931.

C. E. Steeples of Boone, Iowa, has been named county superintendent of Lee County, Iowa, succeeding **L. G. Haase**, who has been elected assistant superintendent of schools at Fort Madison, Iowa.

Principals

W. A. Gilchrist has been named principal of Estacada High School, Estacada, Ore., having resigned the superintendency at Sutherlin, Ore.

AMAZING FACT No. 2 ABOUT M-D DUSTLESS BRUSH...



Above is a cross sectional view of metal reservoir, showing jets through which fluid is fed. The use of fluid eliminates sweeping compound, reduces germ laden dust, lengthens the time between scrubbing. It also keeps tufts pliable, reduces friction and greatly prolongs the life of the brush.

This "Dustless" brush is self-moistening. It has a metal reservoir which is easily filled with kerosene, or "Arbitrin", a specially prepared sweeping fluid. As the brush sweeps the fluid filters through the center row of tufts, making the best kind of sweeping compound out of dust on the floor. Independent tests by Health Authorities for a large number of schools have proved that this brush removes 97 per cent more dust from air than other sweeping methods.

The "Dustless" brush also makes for faster and easier sweeping and is constructed to outlast ordinary brushes three to one. Tufts are not just stapled but hand drawn into block with rust-resistant wire. They cannot come out or come loose. Pressed steel reinforcing back is clinched all around the block to prevent splitting. Handle is instantly reversible and adjustable to height of sweeper. There is a "Dustless" brush for every kind of floor. For complete information and prices, write direct to factory: Milwaukee Dustless Brush Co., 528 North 22nd Street, Milwaukee 3, Wisconsin.

Milwaukee Dustless BRUSH COMPANY

Gerald Wallace is the new principal of the junior high school at Boise, Ida. Harold M. Hines, the former principal, has become men's counsellor at the University of Washington.

Dr. Ross L. Neagley of Newtown, Pa., is the new principal of Mount Pleasant School, Wilmington, Del.

Carl S. Paige of Norwood, N. Y., has been named supervising principal of Rome Free Academy, Rome, N. Y.

Earl A. Master will on September 1 succeed John H. Eisenhower as principal of the senior high school, Reading, Pa.

Daniel F. O'Hearn, the oldest principal in years of service in Chicago, has retired. He was head of Steinmetz High School.

George Hermes of Hoquiam, Wash., has been appointed principal of Irene S. Reed Senior High School, Shelton, Wash.

Chester R. Arnold is the new principal of Salem Classical and High School, Salem, Mass. He was formerly principal of Phillips School, Salem.

Dr. Floyd Harsham, principal of the high school, has been named supervising principal at Nutley, N. J.

Ernest L. Gilliland of West Caldwell, N. J., succeeds Thomas J. Duffield as principal of the high school at Rockaway, N. J. Mr. Duffield is now principal of the high school at Ellenville, N. Y.

Dr. J. Lloyd Trump, principal of Horace Mann grade and high schools at Gary, Ind., has been named superintendent of the Waukegan Township High School, Waukegan, Ill.

Clinton W. Demeritt, principal of Belows Free Academy, Fairfax, Vt., has been named principal of the high school at Woodstock, Vt., succeeding William C. Garner, now a lieutenant (j.g.) in the U.S. Naval Reserve.

Roy G. Dennis, principal of the North Kitsap combined junior and senior high schools at Poulsbo, Wash., has been appointed principal of the high school at Kelso, Wash., succeeding Dean W. Mickelwait who has accepted a similar position at Eugene, Ore.


Sidney J. Mosser, teacher of industrial arts at Mark Keppel High School, Alhambra, Calif., has been elected principal of Marguerita School in that city, replacing Mrs. Rose Clayton, retired.

Dorothy Bonawit is the newly installed principal of Tottenville High School, Staten Island, N. Y., succeeding Mary E. Meade, who has been named principal of Washington Irving Girls School in Manhattan. Mary Camper McGinnis is the new principal of the New Dorp High School on Staten Island, succeeding William M. Barlow, who was transferred more than a year ago to Manual Training High School, Brooklyn.

William Eidt, principal of the high school at Castile, N. Y., has resigned to enter the jewelry business at Olean, N. Y.

Robert E. Patterson of Elmira, N. Y., has been appointed acting principal of Penn Yan Academy, replacing Donald A. Grant, now a naval lieutenant.

Wallace H. Strevell, supervising prin-



THINGS ARE HAPPENING IN FILM "BUYING" HABITS

Because of the constantly growing demand for entertainment pictures by schools and colleges, many of their projectors are used in showing films for amusement as well as education.

Most entertainment subjects are available, while reasonably new, only on 35-mm. film. Consequently, the installation of much 35-mm. equipment in school auditoriums in the post-war period is certain.

The quality of projection and sound, with 35-mm. equipment, is definitely superior.

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—a guarantee of rock-steady, flickerless projection, and long, dependable, trouble-free service. Simple in design, operation and adjustment, they are ideal for lay projectionists.

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The Superintendent's Book Shelf

AN AMERICAN DILEMMA. By Gunnar Myrdal. New York City 16: Harper and Brothers, 49 East Thirty-Third Street.

DRIVER EDUCATION AND TRAINING MANUAL FOR HIGH SCHOOL TEACHERS. Washington, D. C.: American Automobile Association, Pennsylvania Avenue at Seventeenth Street.

AMERICAN DEMOCRACY AND SECONDARY EDUCATION. By Kenneth D. Norberg. New York: Bureau of Publications, Teachers College, Columbia University.

WAR AND EDUCATION. By Porter Sargent. Boston: Porter Sargent, 11 Beacon Street.

principal of schools at Ellenville, N. Y., has been named supervising principal of the Pine Plains Central School, N. Y., succeeding Edmund J. Alvut who has resigned to study for his doctorate in education.

John Harris Adams retired last month from the principalship of Perry High School, Pittsburgh, a post he has held since 1923.

Harold Odell, vice principal of the high school at Rutherford, N. J., has resigned to become principal of East Hartford High School, East Hartford, Conn.

Carl W. Boyer, high school principal at Burnham, Pa., has resigned to become associated with the roller mills at Pottstown, Pa.

Harold J. Stearns, a schoolman for forty-eight years and principal of Roosevelt Lower Division High School in Salt Lake City, Utah, since 1921, is retiring at the age of 70. **L. W. Nielsen**, principal of Jordan High School, Salt Lake City, for twenty years, has announced his resignation.

C. L. Ramsey, high school principal at Farmville, Va., since 1929, has resigned to accept a teaching position at Lynchburg, Va.

Stanley I. Thompson has been elected principal of the junior-senior high school at Renton, Wash., to succeed Perry H. Mitchell, resigned.

C. Bruce Schwark, principal of the junior high school at Prosser, Wash., has resigned to accept a similar position in the school system at Shelton, Wash.

Miscellaneous

Dr. Lee M. Thurston, professor of education at the University of Pittsburgh, has been appointed deputy superintendent of public instruction for Michigan.

The late **Raymond B. Leland**, for twenty-three years principal of San Jose High School, San Jose, Calif., will have his memory honored when a new evening high school for trade and vocational education is named for him.

The **Very Rev. W. J. Millor** has become the first alumnus president in the sixty-seven year history of the University of Detroit. Father Millor, who received his doctorate at the University of London, has recently occupied the chair of classical languages at Loyola University, Chicago.

M. M. Chambers, formerly with the American Council on Education and on active duty as an Air Corps officer since 1942, has been promoted to the rank of major. He is stationed at A.A.F. training command headquarters in St. Louis.

Deaths

Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advance-

ment of Teaching, died on July 7. He was formerly president of the State University of Iowa.

Edward V. Carroll, principal of Bradford Durfee Textile School, Fall River, Mass., for the last two years, and member of the faculty for twenty-three years, died on June 24.

Henry B. Pemberton, 77, principal of the Negro high school at Marshall, Tex., that bears his name, died recently following a heart attack. He was widely known throughout Texas, a trustee of Wiley College and held the honorary degree of doctor of letters from that institution.

Lester A. Rodes, supervising principal of the borough schools, South River, N. J., died late in June while half-way across the continent on a train journey to visit his son, a Marine lieutenant wounded at Guadalcanal, now stationed on the West Coast.

Frederick W. Cook, superintendent of schools at Plainfield, N. J., collapsed and died in the school office just before he was to conduct the commencement exercises for 300 members of the high school graduating class. Vice Principal Henry Hubbard gave out the diplomas to the pupils, who were not informed of the superintendent's death.

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BUSINESS MANY THINGS
... AND THE NEED FOR
MONROE TRAINED
OFFICE HELP
IS ONE OF THEM!"*



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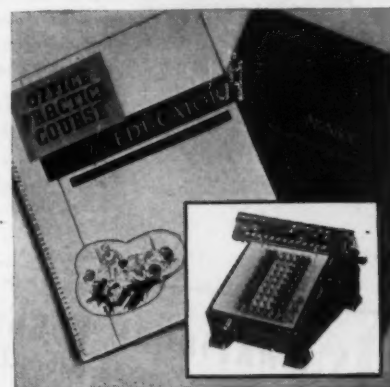
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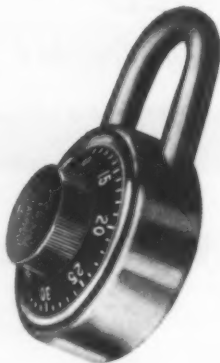
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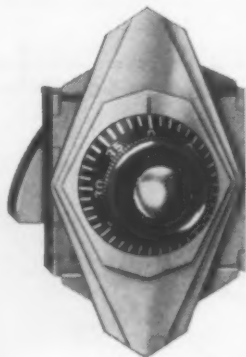
A high quality combination lock with an attractive finish. All mechanical parts are rust-proofed and are designed to give years of service. Beveled face dial permits faster dialing and unlocking. When shackle is open, dial cannot be turned. After shackle is inserted dial spins automatically, locking lock and concealing last figure of combination.



No. 268 SELF-LOCKING BUILT-IN LOCK

A durable, attractively finished Combination Lock for use on steel lockers having a spring latch bar device. These Locks will fit standard punchings made for flat key locks. Combinations may be changed quickly.

Closing locker door automatically locks the lock. When ordering, specify make of locker and whether lock is for right or left hand doors.



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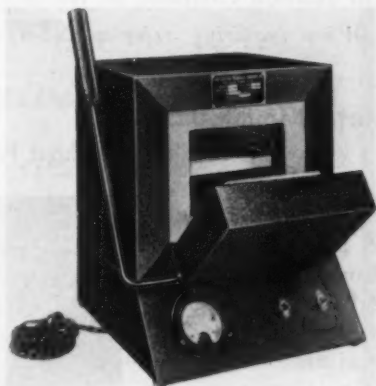
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What's New FOR SCHOOLS

Electric Ceramic Kilns

For School Art Departments

Popular in school art courses, as well as in some school activity clubs, is pottery making. The use of a kiln increases the interest of pupils and the biggest delight in the whole process of ceramic creation comes when the kiln door is opened to disclose a beautifully fired piece.



An important requirement in the modern ceramic technic is accurate firing. The new HOTPACK electric ceramic kiln has a built-in pyrometer which indicates the exact temperature in the kiln. Besides ensuring accuracy of firing, this feature also reduces the cost of operation by eliminating the need for cones and other heat indicators.

Two sizes are available, one with an interior capacity of 200 cubic inches and the other with a capacity of 1200 cubic inches.—The Electric Hotpack Company, Inc., 1225-29 Gottman Street, Fox Chase 11, Pa.

• When inquiring, refer to **NS670**

New Floor Wax

Nonslip and Easy to Apply

Where heavy traffic requires frequent floor waxing applications Grip-Wax is a new product that is getting an excellent reception. It can be sprayed on large floor areas and leaves a high gloss nonslip finish without buffing, thus saving time and labor. Its anti-skid safety qualifications even extend to cement floors, the manufacturer states.

Grip-Wax is a free flowing liquid easily applied with a light wiping motion or by atomizing spray. It is said to set in a few minutes to a lustrous finish comparable to that usually obtained by vigorous buffing of expensive imported waxes. It exercises no solvent action on asphalt tile, rubber or linoleum floors which are subject to deterioration when treated with certain types of liquid wax. Grip-Wax seals floor pores and joints against water penetration.—Turco Products, Inc., 6135 South Central Avenue, Los Angeles 1.

• When inquiring, refer to **NS671**

Projection Screen

Can Be Carried Under the Arm

A compact new projection screen for indoor or outdoor use has been announced by Radiant. It folds, of course, and though light in weight the screen fabric is unusually durable and flexible. Manufactured in sizes from 7 by 9

feet to 20 by 20 feet, these screens are equipped with metal grommets attached in a strong reenforced webbing all around the edge. When folded, the screen looks like a brief case and can be easily carried under the arm.

The special fabric of which the screen is made can take plenty of abuse; it can be rolled, folded, creased, washed without cracking or peeling in any weather or in any climate, the manufacturer asserts. It is fungus resistant and impervious to grease, oil and light; nor does it discolor.

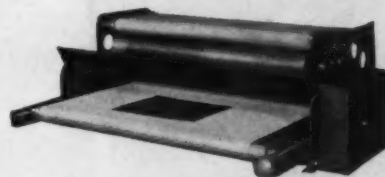
The FOLD-PAK can be used in two ways: it can be hung up quickly and easily or it can be stretched to a special frame, which can again be folded into a carrying bag for easy transportation. Descriptive folders and a sample of the screen fabric are yours for the asking.—Radiant Manufacturing Corporation, 1140 West Superior Street, Chicago 22.

• When inquiring, refer to **NS672**

For Drying Blueprints

New Electric Dryer of Table Type

A compact electrically heated dryer for "over-all drying" of blueprints and black and white prints is now available to schools. It handles two sizes



of prints, 26 and 44 inch widths, and is of the same high quality as the dryer now used by the armed forces.

This new B-8 dryer is equipped with variable speed drive motors and controllers, permitting instantaneous speed changes over a range of from 6 inches to 3½ feet a minute. Thus all types of work can be accommodated under various drying conditions. Current consumption is said to be small.

The pressed steel framework of the dryer means that it will not warp under the heat. A specially woven seamless band leaves no joints to deface the prints. The 26 inch dryer, 110 volt AC or DC, is 28 by 40 by 13 inches and is priced at \$260. Both dryers are provided with a receiving tray for dried prints. They carry a thirty day, money-back guarantee.—Peck and Harvey, 4327 Addison Street, Chicago 41.

• When inquiring, refer to **NS673**

Floor Maintenance

Job Specifications Available

More schoolmen write to The NATION'S SCHOOLS for information about floor treatment and maintenance than about almost any other one subject. To these Hillyard's new "Floor Treatment and Maintenance Job Specifications" will be as welcome a mailing piece as they could receive and they can have it for a postcard request.

Terrazzo, cement, wood, linoleum, asphalt, quarry tile, rubber and masonry, all are covered and while naturally



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When their great task is finished, they will return with new ideals for a better future. New educational and other programs will call for the best in public seating. American Seating Company, with a leadership gained through more than half a century, will continue to meet their requirements.



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Hillyard's own products are recommended for the applications there is much excellent general information as well in regard to procedures and their proper sequence. Architects and building superintendents who have seen these job specifications are said to be enthusiastic over them.—
The Hillyard Company, St. Joseph 1, Mo.

• When inquiring, refer to **NS674**

Metal Mounted Screen

Available Without Priorities

A lighter weight, less expensive model of projection screen than its Challenger is Da-Lite's Versatol tripod model, now available without priorities in three sizes with retail prices ranging from \$7.50 to \$10.

The Versatol screen is a one-piece self-contained unit that is said to give brilliant picture quality and convenience. It can be adjusted in height without changing the picture proportions of the screen; case and screen are raised as one unit.

The screen, which folds compactly for easy carrying and storing, has Da-Lite's well-known glass-beaded surface which reflects maximum light without sparkle or glare. The three sizes are 30 by 40 inches, 40 by 40 inches and 37 by 50 inches. Canvas carrying bags for the Versatol are also available at moderate cost.—Da-Lite Screen Company, Inc., 2723 North Crawford Avenue, Chicago 39.

• When inquiring, refer to **NS675**



Trans-Orbal Map

Helps Develop "One World" Vision

Designed for modern air-age geography is the new Trans-Orbal Map developed by Walter W. Ristow, chief of the map division of the New York Public Library, and published by the Globe Press as a follow-up of its recent "Atlas of Global Geography," being distributed through Harper & Brothers.

In addition to a new type of projection, the Trans-Orbal Map also features three photographs of the transparent globe so that one can see in reverse the lands of the opposite hemisphere. Of aid in developing a "one world" vision this map enables the pupil to see the entire world at a glance while its true spherical shape is retained and emphasized. The price of the map is \$1 a copy.—Global Press Corporation, 381 Fourth Avenue, New York City 16.

• When inquiring, refer to **NS676**

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*are giving a
good account
on all Fronts*

Right now we are still concentrating on the War Fronts, which absorb all of our new machines. However, we are eagerly looking forward to the peacetime when we may again furnish our many loyal customers and dealers with Holmes Projectors of proved merit.

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Retention and maintenance of public school cafeterias is now a more serious hygienic consideration than during normal times. It is the duty of every American school to keep its cafeteria functioning at top efficiency for the benefit of war workers' children whose parents haven't as much time and attention for them as formerly. You will find the Zurn Greaseceptor *the most important single maintenance item in your cafeteria*. It affords absolute protection to drainage lines susceptible to clogging from kitchen fats and greases—in addition, segregates and collects the grease for you, so that the Greaseceptor soon pays for itself in actual cash received from rendering companies. It saves time and money in yet another way—by eliminating those rodding-out jobs today more expensive than ever before. Comes in three convenient sizes—capacities 25, 18 and 12 gallons per minute. Can be obtained from plumbing supply houses. Ask your plumbing contractor for information on it and an estimate of your protective needs. Or for quick, complete information, mail the coupon below, today.

Sell Fats and Greases to Make War Explosives

School children have done a great patriotic job in collecting scrap metals and paper to aid the war effort. Their schools should profit by their example. Sell grease collected by Zurn Greaseceptors to rendering companies. Zurn Greaseceptors are approved under War Department Specification for Theatre of Operations (Modified) and Mobilization Construction Equipment, PE-620, and War Department Corps of Engineers tentative Specification PE-620, dated May 27, 1944.

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FORM NO. 44-7g

What's New FOR SCHOOLS

NEW CATALOGS

Advanced Design

In Fire Alarm Signaling Systems

A new fire alarm catalog, Bulletin No. 1044, has just come off the press and is ready for distribution by the Faraday Electric Corporation, Stanley and Patterson Division, Adrian, Mich. Those first few minutes after the fire starts means the difference between life and death, between continued operation and a makeshift temporary school plant, between a protected and an insecure investment.

Cheap or makeshift fire alarm systems are more likely to prove a liability than an asset, says the introduction to this catalog of the basic fire alarm systems. In each case, in addition to the description of the system, are listed some of the advantages incidental to its use, along with the basic apparatus employed and a basic wiring diagram. There is also given suggested typical specifications for the use of the architect or engineer to assist him in obtaining the type of system outlined.

• When inquiring, refer to **NS677**

Radio and Electronic Equipment

Described in New Lafayette Catalog

Its new 1944 catalog, No. 94, containing important information of new developments in the radio and electronic fields has been issued by Lafayette Radio Corporation, 901 West Jackson Boulevard, Chicago 7. The catalog is the result of more than six months' work on the part of the company's engineering and industrial staffs. It is said to be an invaluable guide to schools and universities in their listings of equipment especially designed for radio and classroom training.

In the catalog's 104 profusely illustrated pages will be found up-to-the-minute information on nearly 50,000 individual items, including a complete line of communications and public address equipment, test materials for every purpose, cathode ray and special purpose tubes, batteries and power supply equipment, radio training kits and code apparatus, plus the usual radio components, such as condensers, transformers and volume controls.

• When inquiring, refer to **NS678**

FILM RELEASES

Home Vegetable Garden—16 mm. sound. 20 minutes. Authoritative detailed information on victory gardening by James H. Burdette, head of the National Garden Bureau. Contains special advice on late season gardening. A sequel to "Garden for Victory."—Bell & Howell Company, 1801-15 Larchmont Avenue, Chicago 13.

• When inquiring, refer to **NS679**

Prisoner of Zenda—16 mm. sound. 10 reels. For school entertainment purposes, this is Graustarkian romance in the grandest manner. Ronald Colman, Madeleine Carroll,



24 YEARS OF UNFAILING NORTON SERVICE

Pictured here is a Norton Door Closer installation made in 1920 at Michigan State Normal College,

Ypsilanti, Michigan, on a door 43"x 8' 10 1/4" x 2 1/2". After other door controlling devices had failed, this installation was recommended and supervised by a Norton factory-trained representative and according to the school's Superintendent of Buildings and Grounds, this Norton Door Closer has been working perfectly under constant operation and has required a minimum of maintenance for twenty-four years.

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WHEN NOT IN USE**

Its *electrical* operation unrolls and rerolls the fabric at a *constant* speed. No jerking! No strain on fabric! No accidental flip-ups! The greater circumference of its *large-diameter* roller means fewer turns in rerolling. As a result, the Da-Lite Electrol screen, when unrolled, hangs smoothly; for there is no tight crumpling even at the upper edge adjoining the roller.

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The Electrol is one of many styles in the Da-Lite line which also includes spring-operated hanging screens, folding screens, tripod portable models and Stereo-Silver screens for the projection of three dimensional pictures. See your Da-Lite Visual Education dealer for complete details or write for catalog.



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What's New FOR SCHOOLS

Douglas Fairbanks Jr., Raymond Massey, Mary Astor. Selznick release.—Bell & Howell Company, 1801-15 Larchmont Avenue, Chicago 13.

- When inquiring, refer to **NS680**

The Memphis Belle—16 mm. technicolor. 41 minutes. One of the finest documentaries to come out of the war, this film tells the story of the Eighth Air Force's daylight bombing raid on Wilhelmshaven, Germany. Only a few 16 mm. color prints are available.—Bureau of Motion Pictures, Office of War Information, Washington, D. C.

- When inquiring, refer to **NS681**

Food and Magic—16 mm. 1 reel. 10 minutes. Made for the U. S. government by Warner Brothers, this film cleverly approaches the problem of food waste and points out the necessity for sharing and playing square for more production and conservation of food.—U. S. Department of Agriculture or Bureau of Motion Pictures, Office of War Information, Washington 25, D. C.

- When inquiring, refer to **NS682**

Polish Program No. 1—16 mm. sound. Some in color. Entire program one hour long. The series consists of *Unfinished Journey* (1 reel), illustrating the life and death of General Sikorski; *the Polish Sailor* (1 reel), adventures on a Polish submarine; *Scottish Mazurka* (2 reels), Polish soldiers in Scotland with both Polish and Scottish folk dances; *Calling Mr. Smith* (1 reel), persecution of Polish culture by the Germans. A Polish language short is also included.—Released by Polish Information Center and distributed by Walter O. Gutlohn, Inc., 25 West Forty-Fifth Street, New York City.

- When inquiring, refer to **NS683**

Polish Program No. 2—16 mm. sound. Another one hour program released by the Polish Information Center. Consists of *Kitbag Songs* (1 reel), soldiers' choir singing popular songs of Polish and English armies; *Price of Freedom* (2 reels), story of the development of the Polish port Gdynia from a small fishing village to the most modern port on the Baltic in the two decades between the wars; *Land of My Mother* (3 reels, color), trip around pre-war Poland, narrated by Eve Curie. A Polish language short is also included.—Walter O. Gutlohn, Inc., 25 West Forty-Fifth Street, New York.

- When inquiring, refer to **NS684**

Divide and Conquer—16 mm. 14 minutes. How the Nazi propaganda machine paved the way for the subjugation of France by spreading dissension and breaking down morale. It tries similar tactics here but fails in the face of American unity and will to win. (O.W.I.)—Bell & Howell Company, 1801-15 Larchmont Avenue, Chicago 13.

- When inquiring, refer to **NS685**



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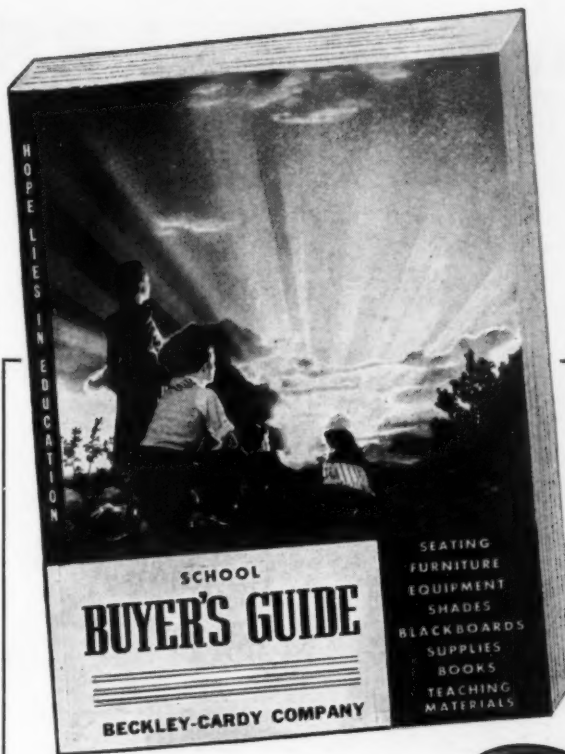
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UNCLE SAM says, "No Chemically Treated Vulcanized Fibre can be used for Waste Baskets by W.P.B. order M-305 effective April 22, 1943." National Vulcanized Fibre is needed for war uses, so till there's a release we must ask you to bear with us.

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With this new projector, the instructor, the projector and the screen are brought together at the front of the classroom. The instructor remains facing his class in a normal teaching situation. As he points with his pencil to features of the slide under discussion, the shadow of the pencil is reproduced on the screen. Original drawings, sketches or written messages can be projected by using special etched glass slides. Write for complete data.



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If your school's window shade upkeep costs are high, keep these facts in mind for the future!

Recently, we asked 60 building managements throughout the country to express their views on Du Pont "Tontine," pyroxylin-impregnated washable window shade cloth.

Forty-seven of the sixty—who have used "Tontine" more than five years—said "Tontine" serves 91% of all the windows in their buildings!

That's important news for schools. For it shows that these quantity users of "Tontine" have wanted more and more "Tontine" as the years have passed. Year after year, "Tontine" has given top service and saved costly replacements.

You, too, can feel fortunate today if your school is equipped with "Tontine"-made shades. For "Tontine" is made from strong, durable cotton fabric, pyroxylin-impregnated for extra strength, washability, and resistance to ripping, tearing, creasing, cracking and pinholing. And regular soap-and-water washing actually prolongs the life of "Tontine" shade cloth. Thus "Tontine" goes hand in hand with our war conservation policy of "use it up . . . wear it out . . . make it do . . . or do without!"

A "Tontine" dealer near your school will gladly give details on an economical shade-washing service, together with tips on repairing, to help your school get maximum life from window shades made with Du Pont "Tontine." E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, N. Y.

"Tontine" is Du Pont's trade-mark for its pyroxylin-impregnated, washable window shade cloth.

DU PONT "TONTINE"
SHADE CLOTH



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of ADVERTISERS in this issue

KEY		PAGE	KEY		PAGE
NS 704	Du Pont de Nemours & Co., E. I. "Tontine" Sales, Newburgh, New York	82	NS 722	Motiograph 4431 W. Lake St., Chicago 24, Ill.	72
NS 705	Finnell System, Inc. Elkhart, Indiana	79	NS 723	National Lock Company Rockford, Illinois	74
NS 706	Friden Calculating Machine Co., Inc. 2350 Washington St., San Leandro, Calif.	11	NS 724	National Vulcanized Fibre Co. Wilmington, Delaware	81
NS 707	Gaylord Bros., Inc. Syracuse, New York	63	NS 725	Norton Door Closer Company 2902 N. Western Ave., Chicago 18, Ill.	79
NS 708	General Electric Company Cleveland (Nela Park), Ohio	12	NS 726	Radio Corporation of America RCA Victor Div., Camden, N. J.	9
NS 709	Hobart Mfg. Company Troy, Ohio	57	NS 727	Sheldon & Company, E. H. Muskegon, Michigan	69
NS 710	Holmes Projector Company 1815 Orchard St., Chicago 14, Ill.	77	NS 728	Skilsaw, Inc. 5033-43 Elston Ave., Chicago 30, Ill.	77
NS 711	Huntington Laboratories, Inc. Huntington, Indiana	65	NS 729	Sloan Valve Company 4300 West Lake St., Chicago 24, Ill.	5
NS 712	Hynson, Westcott & Dunning, Inc. Charles & Chase Sts., Baltimore 1, Md.	74	NS 730	Stromberg-Carlson Company Dept. 68, 100 Carlson Rd., Rochester 3, N. Y.	1
NS 713	Johns-Manville 22 E. 40th Street, New York 16, New York	64	NS 731	Thornton Tandem Company 8701 Dept. 1-D Grinnell Ave., Detroit 13, Mich.	70
NS 714	Johnson Service Company Milwaukee 2, Wisconsin	2	NS 732	Vestal Chemical Laboratories, Inc. St. Louis 10, Missouri	67
NS 715	Keystone View Company Meadville, Pennsylvania	81	NS 733	Victor Animatograph Corporation Davenport, Iowa	2nd Cover
NS 716	LeBlond Machine Tool Co., R. K. Cincinnati 8, Ohio	3rd Cover	NS 734	Wakefield Brass Company, F. W. Vermilion, Ohio	63
NS 717	McArthur & Sons, George Baraboo, Wisconsin	79	NS 735	Webster & Co., Warren Dept. NS-8, Camden, New Jersey	4
NS 718	Medart Manufacturing Co., Fred 3535 DeKalb St., St. Louis, Mo.	77	NS 736	Williams Company London, Ohio	59
NS 719	Melind Co., Louis 326 W. Chicago Ave., Chicago, Ill.	61	NS 737	X-Acto Crescent Products Co. 440-4th Ave., New York 16, New York	62
NS 720	Milwaukee Dustless Brush Co. 528 North 22nd St., Milwaukee 3, Wisconsin	71	NS 738	Zurn Manufacturing Co., J. A. Erie, Pennsylvania	78
NS 721	Monroe Calculating Machine Co., Inc. Orange, New Jersey	73			

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670	671	672	673	674	675	676	677	678	679	680	681	682	683
684	685	686	687	688	689	690	691	692	693	694	695	696	697
698	699	700	701	702	703	704	705	706	707	708	709	710	711
712	713	714	715	716	717	718	719	720	721	722	723	724	725
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We don't want inflation: we don't want another depression.

A United States War message prepared by the War Advertising Council; approved by the Office of War Information; and contributed by this magazine in cooperation with the Magazine Publishers of America.

4 THINGS TO DO to keep prices down and help avoid another depression

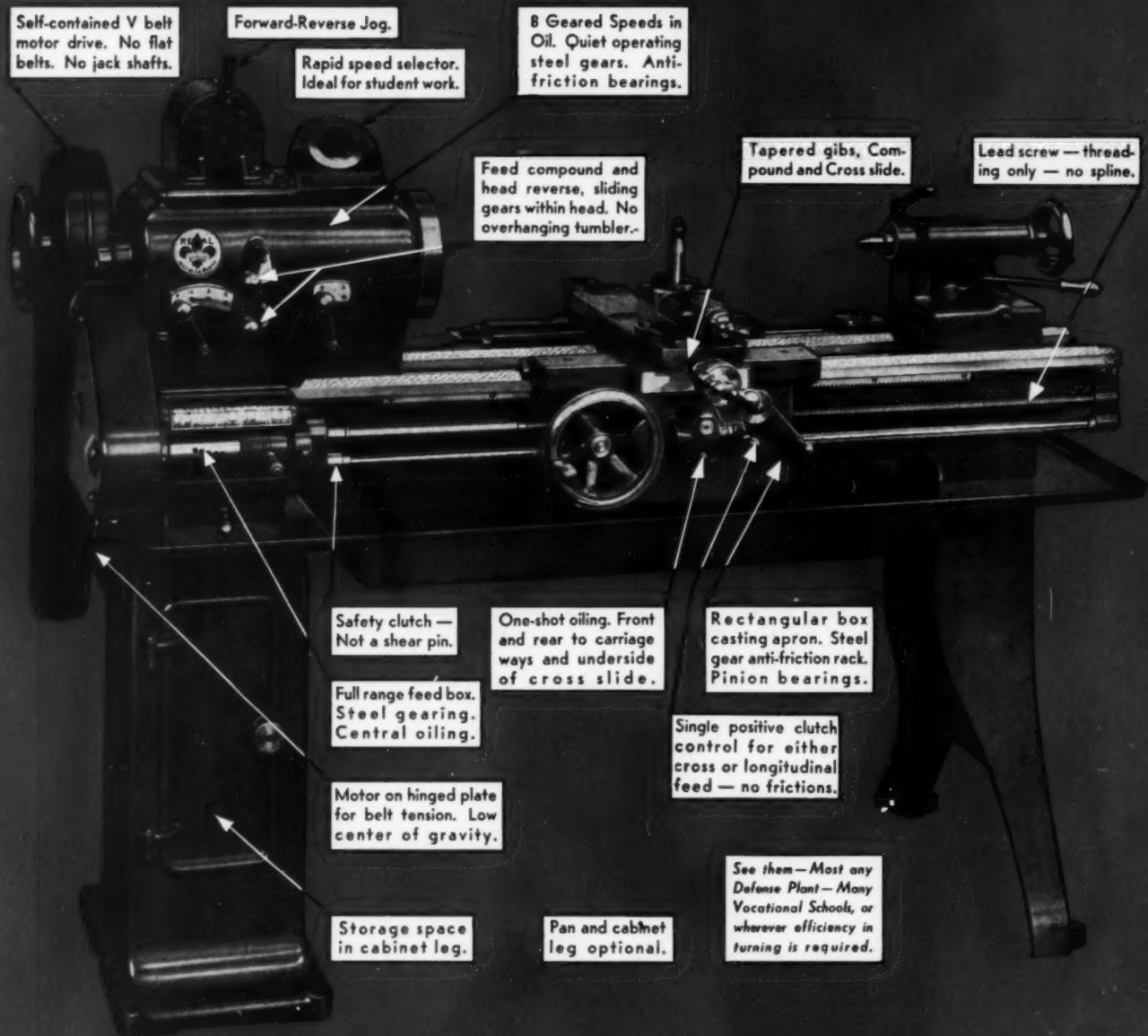
1. *Don't* buy a thing you can do without.
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US
KEEP**

PRICES DOWN

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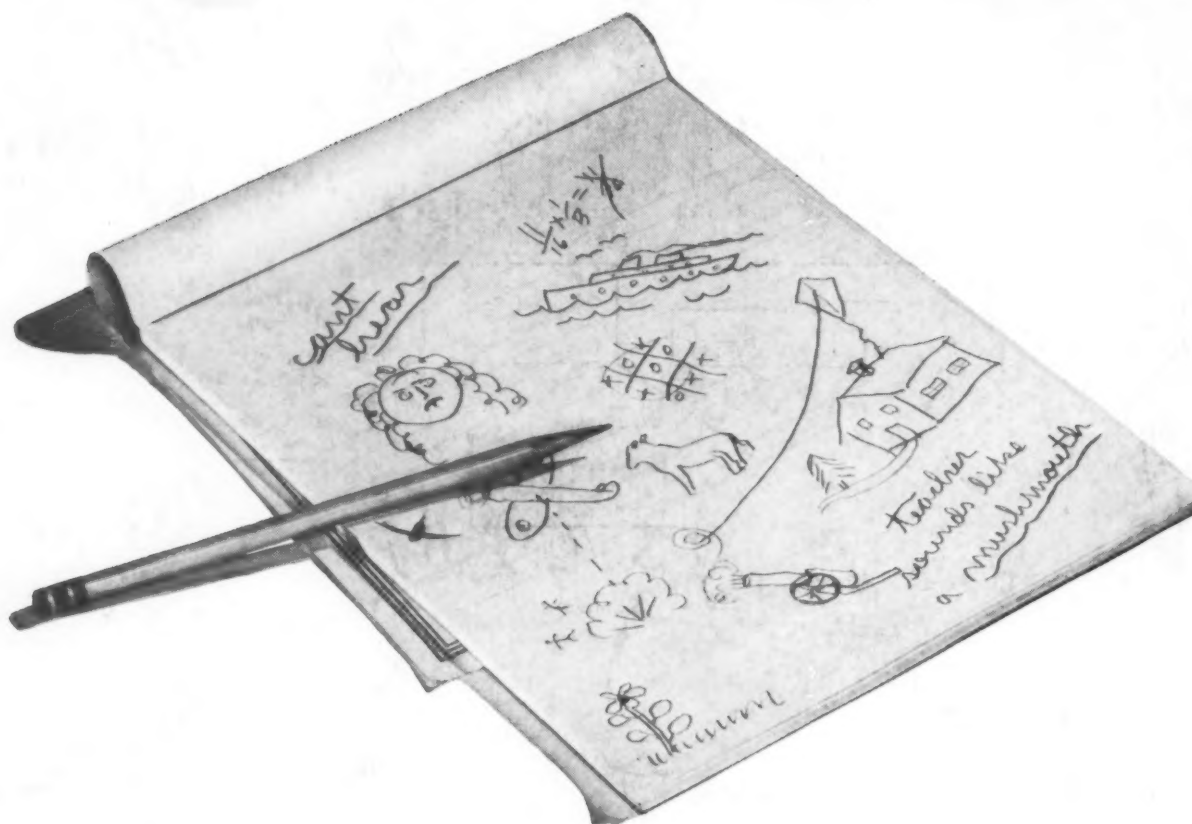
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